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**Enhancing Teaching and Learning through
Distributed Leadership: a case study in Higher
Education**

by

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MA Educational Leadership and Innovation

A thesis submitted in partial fulfilment of the requirements for

the degree of

Doctor in Education (EdD)

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Declaration

This thesis is the sole work of the author, and has not been submitted for
a degree at any other University.

Enhancing Teaching and Learning through Distributed Leadership: a case study in Higher Education;

Abstract

This thesis aims to identify how the Distributed Leadership approach may be evident in Higher Education and specifically how it may enhance the teaching and learning function in a specific Higher Education setting, for which the primary activity is teaching and learning. Whilst being atypical of many Higher Education Institutions, the case study institution is arguably facing the same challenges in terms of the need to enhance teaching and learning as other institutions in the sector. Uniquely the research aims to identify parallels of teacher leadership theory drawn from the schools sector with that of activity in a Higher Education sector setting. The research draws upon theoretical and empirical literature of the Distributed approach to provide a conceptual framework for the case study. An interpretivist stance is used to collect predominantly qualitative data through a mixed methods approach, which was used to engage with staff in both formal leadership and academic positions. Sixteen semi-structured interviews were conducted and data from these interviews, together with fifty two questionnaire responses and documentary analysis were used to elicit both qualitative and quantitative data. Findings indicate that formal leadership assumes that there is a fostered environment that facilitates the Distributed approach and that specific activity allows for elements of distribution. However, there is a perceptions gap of how the overall vision, mission and teaching and learning strategy is communicated. This needs to be strengthened in order to provide an 'Effective Leadership Framework' in which leadership of teaching and learning may be enhanced. Many aspects of leadership activity among academics drew parallels with teacher leadership theory. Many staff undertook activities that it can be argued are leadership functions such as networking, developing subject expertise and initiating projects that arguably enhance the student experience. However, this was 'pulsating' in nature and not sustained activity. The research also identified that opportunities for leadership should to be extended to more academic staff, the majority of whom had considered applying for leadership roles. In order to facilitate leadership activity, the professional learning community needs to be considerably strengthened to allow for efficient networking, especially around pedagogic development. A model of an 'Effective Leadership Framework' is developed to illustrate the role that Distributed Leadership may take in enhancing teaching and learning.

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List of Abbreviations

UC	University College
AMT	Academic Management Team
SMT	Senior Management Team
SL	Senior Lecturer
HEA	Higher Education Academy
QAA	Quality Assurance Agency
NSS	National Student Survey
KIS	Key Information Set
AD	Assistant Dean

Chapter 1.0 Introduction

1.1 Background and research rationale

This thesis is submitted to satisfy requirements for the Doctorate in Education (Warwick Institute of Education, 2012). The research aims to satisfy the learning outcomes of the Doctoral Programme, whilst developing an in depth understanding of specific areas of interest. Prior to studying for doctoral qualification the author completed the MA Educational Leadership and Innovation, also at the University of Warwick.

The overall aim of this extended study is to critically review the conceptual and empirical literature on Distributed Leadership in order to identify how the approach may be perceived to enhance the learning and teaching function within a given Higher Education setting.

The research uses a case study approach to explore, in depth, the issues within the author's own professional institution. It has been conducted on a part-time basis alongside the author's professional role as a Senior Lecturer (SL) in Higher Education in a city based University College. The author is also a Senior Fellow of the Higher Education Academy (HEA, 2013) and a member of the Staff and Educational Development Association (SEDA, 2013). The institution in question will be referred to as 'University College' (UC) throughout this paper. Whilst further detail regarding the context for the institution will be provided later in this chapter, it is of note here that the core activity for University College is

teaching and learning, with the institution providing Further Education through to Masters level courses (UC, 2013). The institution does not take part in the Research Excellence Framework (Research Excellence Framework, 2014); however many of its degrees are accredited by a Russell Group University (Russell Group, 2014).

The Higher Education context

Within the last ten years, policy developments relating to the Higher Education sector have had significant influence on areas such as employability (Leitch, 2006), widening participation (DfES, 2006) and university-business collaboration (Wilson, 2012). However, it has been argued (Bolden, 2011) that none has had a greater impact than the Browne Review (Browne, 2010) in which key approaches to funding brought about the subsequent marketisation of the sector (Molesworth, 2010). The most significant changes were brought about within the framework of the White Paper for Higher Education 'Students at the heart of the system', (Department for Business, Innovation and Skills, 2011).

Bolden et al. (2009) suggest that changes in Higher Education including amended funding mechanisms (to include increased tuition fees), increased audit and regulation, together with the evolution of a market-based system has meant that competition between providers is intensifying. This competition and the resulting 'demand-led funding' (ibid, p259) has had the effect of rising student expectations (HEA, 2012) which together with the transparency of information required of providers in terms of 'Key Information Set' (Hefce, 2012) and the resulting increased

profile of the National Student Survey (National Student Survey, 2013) suggests that teaching in the Higher Education sector will likely be scrutinised like never before.

One specific policy development in this changing environment was the 'Provision of Information about Higher Education' (Hefce, 2011). The statement of policy intended to set out how information about HE courses is made more accessible and useful, and also highlighted how the 'National Student Survey' would be developed (UC, 2011).

The need for effective leadership

Gosling et al. (2009) suggest that it is crucial that those in the sector are in a position to respond appropriately and effectively to ongoing changes:

Combined with the need to deliver high quality teaching and research and engage more actively with business and the community it is, perhaps, unsurprising that 'good leadership' is increasingly espoused as a strategic and operational imperative within the sector.

(Gosling et al, 2009, p5)

'Good leadership' has been the subject of a plethora of normative and empirical studies in the literature which demonstrate a number of different research approaches. Leadership enquiry within the Higher Education sector has focussed on a range of issues including leadership as it applies to the 'big picture', for example, the Internationalisation of Higher Education (Knight 2008), Globalisation (Jarab, 2008) and the emergence

of Higher Education in developing countries (Huang, 2007). Alongside these wider issues, many of the empirical studies of leadership in Higher Education are presented as they apply to position and authority. For example, previous accounts have included Smith (2002) who writes about the role of the Head of Department in British Universities, and Pritchard (2000) about developing Managers in Universities and Colleges. More recently, Morley (2013) addresses the role of women and positions of authority in Higher Education leadership.

The study of position and authority, and the resulting 'power and influence' (Bolden, 2011) is reflected in the study of the traditional trait, situational and transformational theories of leadership (Northouse, 2013). However, the growth of the concept of 'greedy work', (i.e the increased responsibility and complexity that leadership roles represent), has contributed to a renewed and pragmatic interest in sharing leadership responsibility (Harris, 2008). To this end, Distributed Leadership has emerged as a concept whose 'time has come' (Gronn, 2008, p141) and one which offers a popular 'post-heroic' representation of leadership (Badaracco, cited in Bolden, 2011). Indeed, its popularity has meant that Distributed Leadership 'has become the normatively preferred leadership model in the 21st century (Bush, 2013).

Since Gronn (2000) outlined the concept of Distributed Leadership in an article entitled '*Distributed Properties: A New Architecture for Leadership*' the concept has gone from strength to strength and 'has made substantial

inroads into particular areas of theory and practice' (Bolden, 2011). In part, this is because Distributed Leadership proposes a concept that represents a suitable alternative to the extremes of either leadership as individual agency, or as a result of system design and role structures (Bolden, 2011).

Harris (2008) suggests that a core concept of Distributed Leadership is that:

leadership is not the preserve of the individual, but is a fluid or emergent property rather than a fixed phenomenon. This moves beyond trying to understand leadership through actions and beliefs of single leaders to understanding leadership as a dynamic organisational entity.

(Harris, 2008, p173)

Whilst this approach has seen increased prominence in increasingly complex school structures (Harris, 2009), 'empirical studies of distributed leadership are still in relatively short supply' (Harris, 2008, p173). In particular, the research base for Distributed Leadership in Higher Education, compared to the school sector is less prolific.

That said, research around Distributed Leadership in Higher Education has seen some recent attention. This is in part, because it has been suggested that the distributed approach is being espoused increasingly as a means of delivering on the challenges of the changing landscape (Bolden et al, 2008).

The Distributed approach is also suggested as one way of working toward shared goals and mobilising leadership across the organisation (ibid). However, 'whilst the literature increasingly claims that leadership in Universities is widely distributed, how it works in practice is little understood and studied' (Bolden et al, 2009, p299).

In 'mobilising leadership across the organisation' it is important to consider the overall leadership capacity of an organisation. However, empirical studies around Distributed approached in Higher Education have invariably focussed on subjects who are already holding formal leadership positions, such as Deans, and Department Heads. As the authors themselves (Gosling et al, 2009) recognised:

all interviews were conducted with holders of formal academic or administrative posts, ranging from Head of School/Department and School Manager/Administrator to VC and Registrar (or equivalent). In effect, therefore there is a layer of leadership that has not been engaged with (i.e that which occurs below formal leadership at the School/Department level)

(Gosling et al, 2009, p17)

There is therefore an apparent paucity of research regarding the distributed approach within the context of Higher Education, and particularly with regard to the study of the distributed leadership approach at the 'practitioner' level (i.e within non formal leadership roles).

As Bryman (2007) has previously concurred:

These less formal roles have attracted far less attention among higher education leadership researchers who have mainly concentrated on institutional, school/faculty and departmental leadership.

Bryman (2007, p16)

That said, this is an area of emerging research; for example, recent studies have drawn upon the role of Professorial leadership (Evans, 2013) and around the newly created roles of Academic lead (Floyd and Fung, 2013). However, a holistic study of both formal and practitioner level as it pertains to the Distributed approach has not yet been put forward. This study therefore seeks to address this gap in research.

The Distributed Model

At the heart of the distributed leadership model is the concept of a shared pattern of leadership, that is in contrast to the heroic, or transformational leadership models that have dominated the literature in recent times (Bolden, 2011). It is an approach conceived to be a more systematic perspective (ibid) and one which 'highlights leadership as an emergent property of the group or network of interacting individuals' (Bennet et al, 2003, p7). Whilst offering an alternative to the models of leadership and that seem to have dominated the latter half of the 20th century (Bolden, 2011), it has also been suggested that its growth might also offer an appropriate model that addresses the increasingly 'greedy work' (Harris, 2003) of educational establishments.

In studying leadership in educational establishments, it is acknowledged that the majority of literature around Distributed Leadership has been written in the schools context (see Harris, 2003, Spillane et al., 2004 for examples). In this regard, 'the 'so what' of distributed leadership is the recognition that the core task of the formal leader is to support those with the expertise to lead, wherever they reside within the organisation' (Harris, 2013, p551). Not surprisingly, interest around the Distributed approach has been growing in respect of addressing the complexities of leading in the Higher Education sector (e.g van Amjeide, et al, 2009, and Gosling et al., 2009). In particular, 'for formal leaders seeking improved organisational performance and better outcomes the challenge is to create the conditions where professional knowledge and skills are enhanced, where effective leadership exists at all levels, and where the entire organisation is working interdependently in the collective pursuit of better outcomes' (Harris, 2013, p551). In the context of this particular thesis, the focus of 'enhancing professional knowledge and skills' is the teaching and learning function.

Conceptual approach and rationale

The underpinning conceptual framework for this study will be Distributed Leadership in Higher Education. Whilst literature around Distributed Leadership has provided for some empirical evidence in the sector (Gosling et al, 2009), as mentioned previously it has been acknowledged that the focus of study has very much been in those in formal leadership

positions (ibid). To address this perceived gap in the research, this research engages both those in formal leadership and the academic community. Indeed, as Distributed Leadership is purported to be a collective process which engages 'all levels' (Spillane et al., 2004) it seems appropriate that empirical research which takes a multi-level approach will usefully add to the research evidence.

Justification of Key concepts

Whilst the concept of Distributed Leadership provides the main theoretical underpinning for this study, the notion of 'Teacher Leadership' has also been considered as there are some important connections and overlaps between distributed leadership and teacher leadership (Harris, 2003). In reviewing this aspect of literature it is noted that Muijs and Harris (2007) suggest that:

Teacher leadership is conceptually closely linked to distributive leadership, but is narrower, being concerned exclusively with the leadership roles of teaching staff, whilst simultaneously being broader than many practical operationalisations of distributed leadership that have often concentrated on formal positional roles.

(Muijs and Harris, 2007, p113)

It is acknowledged that the term 'Teacher Leadership' may seem at odds with studying leadership within the academic community in Higher Education. Arguably, a more appropriate study may include consideration of the role of Professorial Leadership, for example (Evans, 2013) or

studies of academic leadership in Higher Education (Bolden et al, 2012). However, whilst studying the MA Educational Leadership and Innovation (University of Warwick), and in particular the theory around Distributed and Teacher Leadership, it was perceived by the author that there were parallels to be drawn between this area of theory and the professional workplace in question.

Richards (2012) in discussing leadership of learning in HE suggests that:

A major distinguishing feature between school-based educational leaders and HE academics is that for the former teaching is core and central to the whole institution and every activity must further that goal. In the case of the latter teaching is only one of the university's core businesses.

(Richards, 2012, p84)

Countering this, whilst University College operates within the Higher Education sector, teaching is core and central to the whole institution and the primary activity for academic staff is teaching and learning (UC, 2013).

It is therefore argued that there is purposeful approach in drawing upon Teacher Leadership theory from the school sector and critically reviewing how the evidence base from this sector may be usefully applied in this particular case. Whilst being careful not to draw any particular generalisations from the case study (Thomas, 2013) there may be still be lessons to be drawn upon for those with an interest in leading teaching and learning within the sector.

In taking forward any research, it is important that a clear conceptual framework is established. That said, one of the challenges of Distributed Leadership is identifying what is really meant by the term. Hartley (2007, p202) suggests that 'its conceptual clarity is questionable whilst Harris (2008, p175) recognises that positions of 'conceptual fluidity' have meant that distributed leadership can be misleading because of the possibility of 'meaning all things to all people' (Spillane, 2006, cited in Harris, 2008, p174). The question also arises as to what Distributed Leadership might actually look like in practice.

As such, the author will attempt to provide a comprehensive framework for key concepts in a systematic literature review before exploring perceived evidence of Distributed Leadership in practice through primary research. The specific approach and resulting methods are further discussed in the Methodology Chapter.

Whilst interest in distributed leadership is intensifying, it is important to recognise the role that further research can play. Bennet et al. (2003) cautioned against the 'enthusiasm' of the new concept, suggesting that:

it is important that a sound research programme be established to examine and influence the ways in which it is developed, and to assess its effectiveness.

(Bennet et al, 2003, p15)

In addition to considering the necessary research programmes required to underpin a 'new' concept, one of the most frequent assertions of the 'new' thinking about leadership is that context is important (Simkins, 2005). Therefore, in addition to the complex context of the Higher Education sector already outlined, it is thought helpful at this stage to outline the institutional context of the case study.

In considering ethical guidelines for this study (BERA, 2004) and to ensure anonymity, the case study institution shall be referred to as 'University College' where appropriate.

1.2 Institutional context of the study

University College has a background of vocational, Higher and Further Education courses, with its origins being traced back to the late Nineteenth Century (Quality Assurance Agency, 2009). Since that time it has undergone a number of key changes; significantly, in 1993, (as result of the 1992 Further and Higher Education Act) the College was removed from the control of the local authority and then became part of the Further Education Sector. This new found independence brought many opportunities including additional funding, together with the ability to increase course provision and student numbers.

This independence also brought new responsibilities such as increased public accountability, and the need to manage physical, human and

financial resources effectively (University College, 2012). In 2002 the College was re-designated as a Higher Education Institution and in 2007 achieved another milestone in being awarded its own taught degree awarding powers by the Privy Council. Most recently, University College has been awarded full University status (Harrison, 2012). The college has approximately 2400 undergraduates enrolled. By 2015, the college aims to increase its numbers to over 3500 undergraduate students, and this combined with postgraduate, Further Education students and the provision of apprenticeships will increase the profile of the college and help maintain competitive advantage.

The Learning, Teaching and Assessment Strategy (UC, 2012) informs the wider strategic planning process, curriculum plans and individual programme plans, whilst supporting a number of other key strategic documents such as the Human Resources Strategy, Research Development Strategy and Widening participation strategy. It contains the mission statement of the college, as well as outlining other commitments that include 'ensuring that staff are supported to develop appropriate skill sets to meet the needs of UC and its students' (UC, 2012, p2).

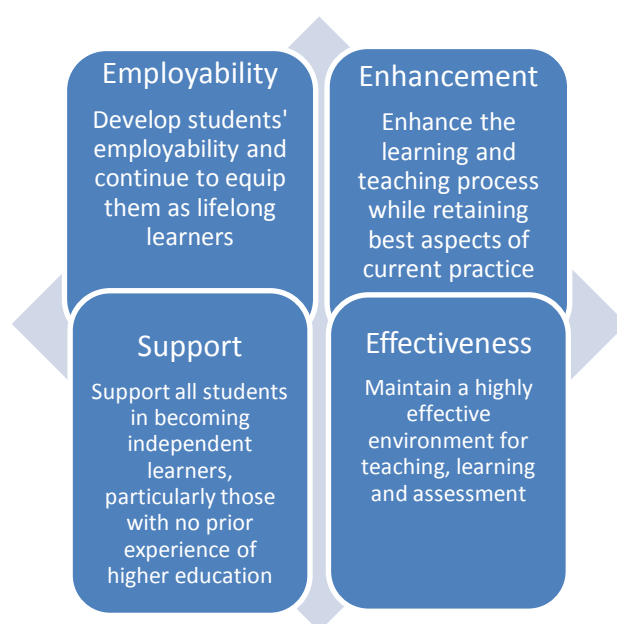
The background for the strategy (UC, 2012) notes that:

Learning and teaching are core activities. University College is committed to supporting its staff in the application or appropriate learning and teaching methods in line with its objective of attaining high quality and excellence in terms of teaching. The quality of learning and teaching has been recognised through independent audit, not least by the QAA and OFSTED.

(UC, 2012, p6)

This focus on teaching and learning can be considered at odds with many Higher Education institutions where ‘traditionally research and teaching are usually considered complementary in a university’s *raison d’être*’ (Ball, 2007, p451). Four key themes help focus action in relation to the strategy; these are illustrated in Figure 1.1

Figure 1.1 Four key themes of the Learning and Teaching Strategy



The strategy is operationalized by the Academic Management Team (AMT) of the institution, which in turn is led by the Deputy Vice-Chancellor for academic affairs. It is also worth noting that in part to support the strategy, a number of Senior Lecturer positions (for Teaching and Learning Enhancement) have been recently appointed. The role is intended to concentrate on ‘improving standards and supporting others,

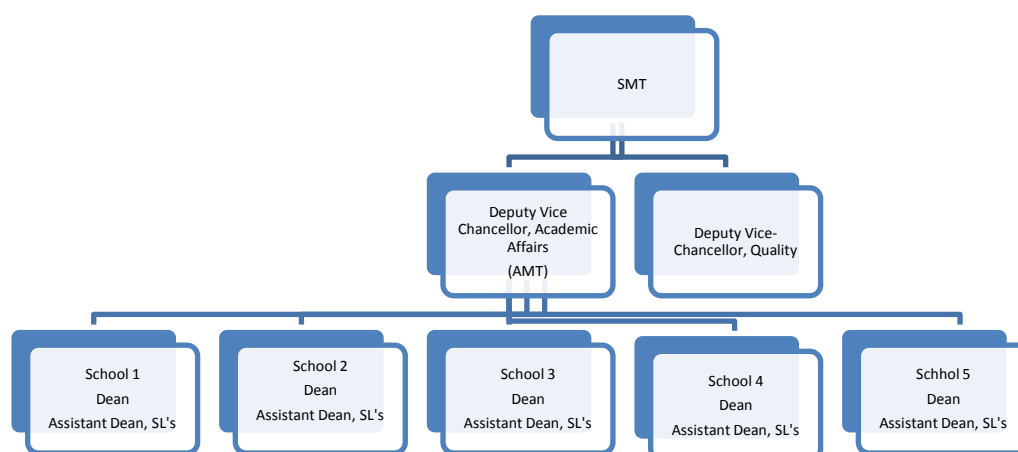
providing expertise, and promoting innovative methods of delivery' (UC, 2012). These responsibilities are intended to be undertaken whilst working closely with Assistant Deans and teaching groups to enhance quality, question current systems and provide structure to be able to disseminate good practice across University College. In addition, to support the teaching and learning function, a Teaching and Learning Group exists with specific remits outlined in Table 1.1 below.

As mentioned earlier, this study looks at the distributed approach to leadership from a multi-layer perspective. It will encompass interviews from Deputy Vice-Chancellors, Deans and Assistant Deans, alongside academic staff. For the purpose of this study, the role of 'academic' may also be presented as 'Senior lecturer', 'Lecturer', or 'Programme Manager', this being titles for those with an academic role within University College. The organisational structure of UC, as it relates to teaching and learning is illustrated in Fig. 1.2.

Table 1. 1 Terms of Reference for Teaching and Learning Group

To promote and share effective approaches to learning and teaching across schools
To research and share innovative approaches to learning and teaching
To identify practices, resources and environments that enhance learning and teaching
To consider and raise awareness of different pedagogical approaches
To provide a forum to discuss best practice in learning and teaching
To support and advise on the use of ICT and e-learning and flexible delivery to enhance learning and teaching
To inform AMT of possible enhancements/good practice in learning and teaching

Figure 1.2. The Organisational Structure of UC in relation to Teaching and Learning



The academic role is that of lecturer, tutor and programme manager, each academic having responsibility for a particular course of study at either undergraduate or postgraduate level. Full time teaching staff typically have 22 contact hours each week with students. In addition to teaching, many staff are encouraged to develop their research skills through official programmes at Masters or Doctoral/PhD level, and/or through working with industry partners on a consultancy basis.

By implication, whilst not having any official 'leadership' title, academic staff are actively involved in research and consultancy that in turn can affect programme and curriculum development, as well as teaching and programme delivery. It is suggested that they undertake a number of leadership functions that could usefully contribute toward the

development of institutional policy and increased effectiveness in practice. It is also suggested that there are a number of practitioners who demonstrate leadership capacity within their existing roles, but who (for various reasons) choose not to aspire to any formal leadership role i.e 'reluctant leaders' (Gleeson and Knights, 2008).

This study could form the basis for further research, whilst helping those in formal positions of leadership identify how to encourage and support the leadership of teaching and learning within their teams. This research may identify how a more collaborative and distributive approach may enhance the delivery and quality of teaching and learning. It may also identify how leadership capacity might be identified and developed within the academic community in order to enhance practice within the current challenging context of the sector.

1.3 Overall aim and research questions

Specifically, the overall aim of this study will be to critically review how a Distributed Leadership approach may enhance teaching and learning within a specific UK Higher Education setting.

In order to frame the research, the following research questions are set:

1. What are the existing conceptual frameworks for the study of Distributed Leadership within the context of the UK Higher Education sector?
2. What are the main theoretical characteristics of the Distributed Leadership approach?
3. To what extent might Teacher Leadership theory may be applicable within a Higher Education setting?
4. How might Higher Education Policy around Teaching and Learning influence a Distributed approach within a specific case study setting in Higher Education?
5. How is Distributed Leadership evidenced within Teaching and Learning Practice within the case study setting?
6. What specific measures may enhance how teaching and learning is lead within a specific educational institution?

Any conclusions drawn will link the findings with the underpinning literature and key concepts of the distributed leadership approach, whilst

providing a basis on which to put forward recommendations both for the institution in question and for future research.

In order to have impact, any recommendations made will be communicated to the Academic Management Team (AMT) of the institute in question, and findings also presented in the forum of the College Conference, held annually. In time, it is hoped that the research may be published in appropriate academic journals.

Chapter 2.0 - Literature Review

2.1 Chapter Introduction

This literature review aims to bring together and summarise both the empirical evidence and theoretical concepts of the topic areas of study (Punch, 2006). As such, it will seek to address the following research questions;

1. What are the existing conceptual frameworks for the study of Distributed Leadership within the context of the UK Higher Education sector?
2. What are the main theoretical characteristics of the Distributed Leadership approach?
3. To what extent might Teacher Leadership theory may be applicable within a Higher Education setting?
4. How might Higher Education Policy around Teaching and Learning influence a Distributed approach within a specific case study setting in Higher Education?

Thomas (2011) suggests that, in essence, the literature review:

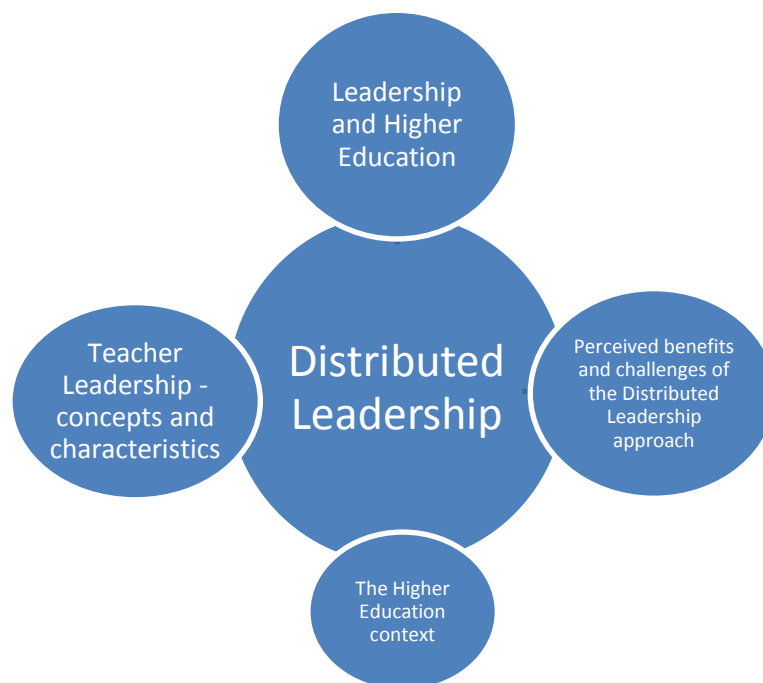
looks at what other enquiries have been done on this (your topic) or related topics and helps you to understand their contribution to your own question.

(Thomas, 2011, p194)

In order to elicit the key topic areas that may usefully contribute toward this particular research, the theoretical developments of Distributed Leadership have been explored as a discreet body of knowledge,

together with empirical evidence from research in this area. It has also been necessary to consider contextual issues around the Higher Education sector. As such, a systematic review of the literature has elicited the following key themes; Leadership and Higher Education; the Higher Education Context; Distributed Leadership; the conceptual frameworks and characteristics of Teacher Leadership, and the perceived benefits and challenges of the Distributed Leadership approach. These themes will be explored within the literature review, and as way of illustration, are shown as a theoretical framework in Figure 2.1 below.

Figure 2.1. Theoretical framework for the literature review



2.2 Leadership and Higher Education

Defining Leadership

As outlined in the introduction, 'good leadership' is increasingly seen as pivotal in the operational and strategic success of Higher Education institutions (Hefce, 2012). Eastwood (2012), in reviewing the changing nature of the sector, proposed:

the challenge that we now collectively face is how we lead and manage the sector through a period of probably unprecedented turbulence

(Eastwood, 2012, p1)

However, what determines leadership is widely contested and debated (Richmon and Allison, 2003). Leithwood et al (1999) suggest that there is no agreed definition of the concept of leadership, whilst Cuban (1998, p190) says that "there are more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders."

In terms of the UK Higher Education sector, (Hefce 2012) define leadership as:

Agreeing strategic direction in discussion with others and communicating this within the organisation; ensuring that there is the capability, capacity and resources to deliver planned strategic outcomes; and supporting and monitoring delivery. As such this embraces elements of governance and elements of management.

(Hefce 2012, p5)

Whilst providing a starting point, this definition does little in determining 'who' is doing the leading, and the processes through which the desired 'strategic outcomes' are achieved. In terms of who leads, Grint (2005) notes that the position of authority is a contested area that makes leadership hard to define; is the leader in charge (with formally allocated authority) or in front (i.e. with informal influence)?

The dichotomy of 'leadership' vs 'management' adds complexity to the study of educational leadership. In terms of addressing authority, Bush, Bell and Middlewood, (2010, p3) suggest that 'Leadership is independent of positional authority while management is linked directly to it'. Bryman (2007) suggests that the terms 'leadership', 'management' and 'administration' are all being used in an intermittent and inconsistent way by researchers in educational leadership. Bolden et al (2009) also recognises that these terms are used interchangeably, and whilst 'administration' is often used in the American literature (Spillane et al., 2004), the term 'governance' is also apparent when looking at leadership in Higher Education in the UK. Bolden et al, (2009, p7) suggest that 'governance is generally taken to refer to organisational responses to legislation, regulation and accountability, and, over time, has become synonymous with a governing body and how it conducts its business'. As such, the concept sits outside of the study of institutional leadership and management. However, 'Leadership and Management' as concepts often have overlap in the literature. Yukl (2002, p4) has stated that there is 'a continuing controversy about the difference between leadership and

management'. However, some authors go some way to explaining that the two concepts, whilst linked, are not necessarily the same (Middlewood and Abbott, 2012).

Nahavandi, (2000, cited in Middlewood and Abbott, 2012) for example, suggests that:

Whereas leaders have long term and future-oriented perspectives and provide a vision for their followers that looks beyond their immediate surroundings, managers have short term perspectives and focus on routine issues within their own immediate departments or groups

(Middlewood and Abbott, 2012, p13)

Blackmore (2012, p270) also suggests some distinction for the leadership role in stating that 'Leadership is sometimes distinguished from management or administration in that leaders are said to be transformative – that is they enable people not just to do the same things better, but to do things better, at a different level'.

This 'blurring' of leadership terminology within the literature is also further complicated by the plethora of theoretical concepts and approaches to leadership study. Whilst the overall focus of this thesis is on a distributed approach, it is thought useful here that the author acknowledges the development of leadership study within the Higher Education Sector and the emerging concepts and challenges to traditional leadership approaches.

Leadership study approaches in Higher Education

Within the study of leadership and management, Burnes (2009) suggests that researchers in educational leadership may approach their study in one of three ways; primarily focussed on the personal characteristics and traits of the leader; focussed on the leader-follower situation, or taking a contextual approach to leadership and management within a specific organisation or climate.

Whilst providing some framework for leadership study, literature suggests that studies more often include multiple elements of these approaches. Bryman (2007), in discussing the effectiveness of leadership in Higher Education looks at the both the traits and characteristics of leaders at both institutional and departmental level, and also reviews these in the context of their respective organisations. His findings (ibid, p2) summarise the importance of the following facets of leadership at both departmental and institutional levels:

- Providing direction
- Creating a structure to support the direction
- Fostering a supportive and collaborative environment
- Establishing trustworthiness as a leader
- Having personal integrity
- Having credibility to act as a role model
- Facilitating participation in decision-making; consultation

- Providing communication about developments
- Representing the department/institution to advance its cause(s) and networking on its behalf
- Respecting existing culture while seeking to instil values through a vision for the department/institution
- Protecting staff autonomy

Bryman (2007) also adds that:

What seems to lie at the heart of this list is the need for the leader to create an environment or context for academics and others to fulfil their potential and interest in their work. The significance of fostering a collegial climate of mutual supportiveness and the maintenance of autonomy do seem to be a particular desiderata in the academic context

Bryman (2007, p2)

Bryman's findings (2007, p3) also suggest clear implications about how not to lead, indicating that the following traits 'are likely to cause damage':

- Failing to consult
- Not respecting existing values
- Actions that undermine collegiality
- Not promoting the interests of those for whom the leader is responsible
- Being uninvolved in the life of the department/institution
- Undermining autonomy
- Allowing the department/institution to drift

Bryman (2007) also draws on the work of further authors in terms of effective traits and characteristics. For example Benoit and Graham (2005) suggest that the effective characteristics of an academic leader in Higher Education include having a clear sense of direction and strategic vision, as well as acting as a role model and fostering a supportive environment for staff. Ambrose et al (2005), in assessing faculty satisfaction, see department heads needing to communicate well about the direction the department is going, as well as treating academic staff fairly and with integrity.

Much of the literature around leadership is written in the personal context with the 'formal leader' in mind. Ball (2007) notes that:

Leadership is closely associated with change and leaders are often viewed as being necessary for responses to change in the environment and agents of change amongst colleagues or subordinates.

Ball (2007, p450)

Ball (2007) mirrors this notion of individual influence and suggests that leaders themselves are often a key constituent of explanations of leadership and influence. Theories that build upon individual influence include the 'transformational leadership' approach 'extolled by many leadership writers' (Bryman, 2007, p7). Further work in this field includes the interpretation of Burn's distinction (1978, cited in Bryman, 2007) between transformational leadership and transactional leadership; Brown

and Moshavi (2002, cited in Bryman, 2007) further identified some distinguishing features of the two approaches.

Assumptions of a formal leadership position have also provided a platform for a number of further leadership definitions. Northouse (2013, p3) concludes that leadership 'tends to be considered as a process whereby an individual influences a group of individuals to achieve a common goal', whilst Yukl (2002) suggests that:

Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person over other people to structure the activities and relationships in a group or organisation.

Yukl (2002, p3)

In determining a 'common goal', one prevailing assumption of an effective leader is that they provide vision for their followers. Middlehurst (1993, p11 cited in Bryman, 2007) draws on the account of a department head who says that 'leadership is the development of a vision which dictates the framework within which one seeks to move. Without vision you can't continue' (ibid, p11).

Despite on-going debate around the leadership theory as a whole, leadership research is being taken forward in the sector by the Leadership Foundation for Higher Education, and the Higher Education

Academy (Blackmore, 2012). The Leadership Foundation for Higher Education (LFHE, 2013) focus broadly on university leadership issues (ibid) whilst the UK Higher Education Academy (HEA) provide support to promote university teaching, learning and curriculum change (Blackmore, 2012). The British Educational Leadership Management and Administration Society (BELMAS, 2013) also plays a part in engaging practitioners and researchers alike to improve educational practice through effective leadership study.

Research from the Leadership Foundation for Higher Education (LFHE, 2013), not surprisingly, reflects the 'thinking of the day' in terms of leadership practice, and to cite a few commissions, there has been research conducted around 'Effective Leadership in Higher Education' (Bryman, 2007), 'Developing Collective Leadership in Higher Education' (Bolden et al, 2008) and, more recently, Leadership Development in Higher Education, (Burgoyne et al, 2009). This latter report suggest that 'leadership capability in higher education is a key issue today' (ibid, p1) and aimed to obtain information around leadership at strategic and budgetary level. Key findings indicated that by far the greatest amount of leadership development was aimed at individuals rather than at groups or teams, whilst the most effective kinds of leadership development were thought to be coaching and mentoring for leaders.

Emerging concepts of leadership

In spite of the focus on the individual that still seems prevalent (Bryman, 2007) there is now evidence to suggest that there is a move away from leadership as an individual phenomenon, to that of leadership as an *activity* borne out of relationships within different educational settings, (Bolden 2011). This has resulted in a number of normative approaches. Gunter (2001), for example, has argued that leadership is a relationship understood through experiences, whilst the research of Simkins (2005) reflects changes in the leadership approach within a model of the 'traditional' verses 'emerging' view of leadership (see Table 2.1).

Table 2.1 An emerging view of leadership

The traditional view	An emerging view
Leadership resides in individuals	Leadership is a property of social systems
Leadership is hierarchically based and linked to office	Leadership can occur anywhere
Leadership occurs when leaders do things of	Leadership is a complex process
to followers	mutual influence
Leadership is different from and more important distinction than management	The leadership/management is unhelpful
Leaders are different	Anyone can be a leader
Leaders make a crucial difference to organizational that	Leadership is one of many factors
performance	may influence organizational performance
Effective leadership is generalisable	The context of leadership is crucial

(Simkins, 2005, p12)

Elements of this 'emerging view', in the context of Higher Education, have recently generated increasing interest. There has been a growing

acknowledgement that leadership as a function can be embedded across the wider organisation, and that it is in the sector's interest that there be a shift of focus on individual leaders (and their development) to an approach that targets leadership across the organisation (Gosling et al, 2009). This approach has also formerly been promoted by Spillane et al. (2004) who observe that:

From a distributed perspective, leadership practice takes shape in the interactions of people and their situation, rather than from the actions of an individual leader.

(Spillane et al., 2004, p3)

In studying leadership as a collective process, emerging concepts of leadership have embraced a number of approaches, including dispersed, collaborative, democratic and shared (Oduro, 2004). The commonality in these approaches is that all 'project an element of distribution' (Oduro, 2004, p10). These approaches will further be discussed later in this literature review.

Other developments in terms of leadership approaches are the rise of the notion of academic leadership and the leadership of learning. Blackmore (2012, p268) suggests that 'Leadership is a highly relevant point for academics. Indeed, academic work is inherently an act of leadership because academics should always be at the forefront of what is being thought and done in their domains of knowledge and practice'. In

essence, these concepts reflect the leadership activity of the teacher leader, so commonplace in the school literature, (Harris, 2003) but gaining ground in the Higher Education context. As Blackmore (2012) suggests:

If we see teaching as being not only about the subject content but also about enabling students to develop the capacity to think and write in a rigorous and autonomous way, to develop their own perspectives and their own voices, then not only is teaching an act of leadership but these desired outcomes start to look like aspects of leadership too.

(Blackmore, 2012, p269)

That said, empirical studies of Distributed Leadership have so far failed to take into account a holistic account of the role of both formal leaders and the leadership activity of academic staff within a Higher Education setting. In reviewing Distributed Leadership across a number of Higher Education institutions, Gosling et al (2009, p17) recognised that they had not engaged with leadership 'which occurs below formal leadership at the School/Department level'. This reflects a gap in the literature which this study seeks to address.

Whilst sectors may have much in common in terms of leadership approaches, considering the context is seen as a key element to needs to be taken into account (Ball, 2007). However, even within the Higher Education sector, it is not easy to make comparisons. Whilst Universities may be broadly categorised as 'Chartered' or 'Statutory' (Smith, 2002), they are complex with no two being the same. Some further specific elements of the Higher Education context will now be discussed.

2.3 The Higher Education context

For Cuthbert (2006, cited in Blackmore, 2012) universities are characterised by problematic goals in that there is no universally shared view of the purpose of higher education. There is also fluid participation, referring to the tendency for academic staff not to relate very closely to the 'home' institution, but often to be better networked with colleagues in other institutions (Blackmore, 2012).

In terms of how leadership works, local circumstances also need to be taken into account. Knight and Trowler (2001, p8, cited in Blackmore, 2012) encapsulated this point when they observed that, 'much of the work of leading is contingent...it involves dealing with the specifics of a time, a place and a set of people'.

According to Knight and Trowler, (2001):

Universities have not one but many cultures: they are characterized by a shifting multiple cultural configuration so that norms, values and taken-for-granted practices and attitudes may be as different from department to department...as they are between one university and the next.

Knight and Trowler, (2001, p40)

Earlier studies in Higher Education (Green,1998) have also emphasised that leadership is contextual, whilst others, for example, Kakabadse and Kakabadse, (1999) have argued that leadership is also influenced by the

impact of prevailing circumstances within an organisation. This may be seen of particular value in looking at the current Higher Education sector, where 'prevailing circumstances' seem to be changing rapidly.

In aiming to outline the features of 'good departmental and team leading in Higher Education' Knight and Trowler (2001, p45) indicate that workgroups are microsocially constructed and often fractured, and that in some cases, transactional, or transformational techniques are preferred over distributed leadership. They do acknowledge however, that 'Leadership in higher education at the department level and below is best when it is distributed across the workgroup rather than being located solely in the person of one individual' (p176). However, according to Lumby et al (2005):

Though a transactional style is considered to be the most effective way to improve organisational performance, line managers are more often seen as employing transactional approaches. Distributed leadership is often distribution of operational responsibilities rather than a distribution of power.

Lumby et al (2005, p1)

The normative ideal of collegiality and participation in Higher Education is challenged in the literature. Bush (2003, p69) notes in pragmatic terms that 'the desire to maintain staff participation in decision-making is increasingly in conflict with external demands for accountability, notably in respect of funding, quality control and research assessment'. There are also acknowledgments that the commoditization of Higher Education may

adopt principles from other sectors and that 'Over the past few decades traditional principles of academic leadership and collegial forms of governance have been rapidly replaced by managerial principles adopted from the private sector' (van Ameijde et al, 2009 p764). Also, in terms of the complexity of work teams, many organisations increasingly depend upon cross functional, self-managing work teams to deal with the growing complexities of work and to sustain their competitiveness (Cummings and Worley, 2004, p341, cited in van Ameijde et al, 2009). This could be aligned with teams at department, or cross-institutional levels.

However, earlier accounts of teams in Higher Education suggest an alignment with a distributed approach; Shackleton (1995) suggested that in reality there are those at low levels in a hierarchy who do not have 'leader' within their job title, who may exercise leadership. This is also recognised by Ball (2007) who, when discussing academic staff suggests:

These may be the real leaders who informally influence groups towards goals that those in formal leadership positions do not wish to pursue. So leadership could adopt a collective form. If expectations exist related to leadership within a group...these may apply to more than one 'leader' and individuals may even generate their own leadership dimensions.

Ball (2007, p455)

Bush (2003, p65) advocates that 'collegial models seem to be particularly appropriate for organisations...that have significant numbers of professional staff'. The professionalism of the workgroup is also thought an important element of the collegial model of leadership (Bush, 2003). Williams and Blackstone, (1983, p94) have also contended that 'Any

organisation which depends on high-level professional skills operates most efficiently if there is a substantial measure of collegiality in its management procedures’.

Bush (2003, p62) contends that the collegial approach sits within the wider context of the distributed model which can be described as “a normatively preferred approach which may be described as shared, distributed, dispersed, collaborative or collegial”. Others have argued that Distributed Leadership provides little more than a rhetorical function as opposed to any accurate description of leadership practice (Gosling et al, 2009).

That given, the growth of Distributed Leadership study is marked (Hartley, 2010) and with reference to the Higher Education sector has been put forward as one way of addressing the changing landscape and achieving organisational effectiveness. The specifics of the Distributed approach will now be outlined in the next section.

2.4 Distributed Leadership

Origins of a theory

Harris (2011) suggests that the genesis of Distributed Leadership can be traced back to the field of organisational theory, in the 1960’s. More commonly, however, it is Gibb (1954, cited in Bolden 2009), who is recognised as an early pioneer of the approach in so far as he proposed leadership as a *social* process and one that is ‘probably best conceived

as a group quality' (Gibb, cited in Gronn, 2000, p324). Gronn (2002) also mentions Gibb's work in citing his dualism of distributed and focused leadership. He suggests however, that instead of dualisms which are somewhat unhelpful, (creating hard and fast categories) a 'useful option is to interpret Gibb's suggestions as end points of a continuum or a duality of possibilities' (ibid, p53). Bolden (2009) suggests that the ideas proposed by Gibb (1954, cited in Bolden, 2009) perhaps lay dormant whilst there was an 'appetite for accounts of 'new leadership' founded on 'transformational' and/or charismatic' leadership by senior executives that dominated scholarly and practitioner literature during this period (Bolden, 2011, p253).

Some authors make a tentative claim to earlier origins. For example, Oduro (2004) in presenting research of headteachers in schools suggests that:

To the contrary to the claim of existing research-based literature (e.g Gronn, 2002) that the first known reference to distributed leadership was on the field of social psychology in the early 1950's, the origin of distributed leadership can be traced to 1250 B.C.

Oduro (2004, p15)

Bearing in mind that context is important, this very early example citing Jethro's model (Oduro, 2004) is perhaps, at the very least, a loose interpretation of one of the most influential ideas to emerge in the field of *educational* leadership (Hallinger and Heck, cited in Harris, 2011, p55).

Bolden (2011) suggest that one of the most influential articles in terms of the concept of Distributed Leadership was put forward by Peter Gronn in 2000. In proposing 'a new architecture for leadership' he outlined that Distributed Leadership had the potential to address the 'trouble with existing dualisms'; and what he saw as the two broad polarities of leadership thinking; those being the 'ideal type' of transformational leadership and its associated 'apogee of individualism' (Gronn, 2000, p317) and the other managerial leadership reasserted by 'systematic properties and role structures' (ibid, p317).

This conceptual paper was in part, in response to the 'hijacking' of leadership literature which had preceded, and in particular, the notion of the 'heroic leader' (Bolden, 2011). In turn, it provided a platform for the seemingly prolific growth of this 'alternative model of leadership' (Harris, 2008, p173).

Prominence in current field

Hartley (2007) recognises that Distributed Leadership, as a discrete field of study, has enjoyed a marked emergence. He considers this, in part, to be because of its 'official endorsement' by the National College for School Leadership (Hartley, 2007, p1) (now the National College for Teaching and Leadership, 2013). In spite of this, however, he argues that the evidence base is weak, and that there is very little evidence of 'any direct causal relationship between distributed leadership and school achievement' (Hartley, 2007, p202). He also suggests that the concept itself has considerable conceptual elasticity (ibid). That said, the concept

is continuing to gain favour, and has become 'the normatively preferred leadership model in the 21st century' (Bush, 2013, editorial).

Harris (2011) also recognises that the concept is not an idea devoid of critique. Whilst it has been agreed that the concept may be disparate and hard to define (Bennet et al, 2003), it has nevertheless become well established in the literature as a key theory in educational leadership. Indeed, since Gronn's preliminary taxonomy (Gronn, 2002), and the subsequent debates around the concept, 'it has turned into something of a social movement' (Hartley, 2007, p202). Whilst developing from an area of study that has experienced a growth spurt that 'would do any teenager proud' (Leithwood et al, 2009, p269), this particular view of leadership:

appears to have weathered an initial stage of conceptual exploration, is now well into a phase of empirical investigation and may shortly be entering a period when some sense of its impact (and the difference, if any, that it makes) will become clearer. In short, distributed leadership displays a number of the hallmarks of survival.

(Gronn, 2008, p 141)

At the heart of a distributed leadership model is the concept of a shared pattern of leadership, that is in contrast to the heroic, or transformational leadership models that have dominated the literature in recent times (Bolden, 2011). It is an approach conceived to be a more systematic perspective (ibid) and one which 'highlights leadership as an emergent property of the group or network of interacting individuals' (Bennet et al, 2003, p7). This approach offers an alternative to the models of

leadership and post- heroic accounts that seem to have dominated the latter half of the 20th century (Bolden, 2009). However, its growth might also offer an appropriate model that addresses the increasingly 'greedy work' (Harris, 2003) of educational establishments both in the schools, and the Higher Education sector; the complexities of which have been highlighted in the previous section. It would be fair to say that the whilst the majority of literature around Distributed Leadership has been written in the schools context (see Harris, 2003, Spillane, 2006), there is a growing body of literature around Distributed Leadership in the Higher Education sector (e.g van Amjeide, et al, 2009, and Bolden et al., 2009).

Gosling et al (2009), in reviewing 'Collective Leadership' in Higher Education, have produced a substantial report into the collective nature of leadership in Higher Education, with a focus on the Distributed Model. They propose that there is no straightforward way to lead and manage HEIs. Rather 'There is very properly a constant experimentation, and *because leadership is all to do with power and authority*, the meaning and purposes of this experimentation is itself a matter of interpretation and context' (Gosling et al, 2009,p301). The assumption that leadership is all to do with power and authority seems at odds with the Distributed approach itself which suggests that leadership can engage all levels with of an organisation (Pitner 1988, Ogawa and Bossert 1995, cited in Spillane, 2004).

That said, Gosling et al, (2009) recognise that:

distributed leadership is an effective term within HE because it resonates both with the experiences and expectations of university staff. It embraces notions of collegiality and autonomy while addressing the need for management. However it performs a rhetorical function that may well outstrip its ability to hold up under scrutiny as a true descriptor of leadership practice within the sector

(Gosling et al, 2009 p303).

Whilst the evidence base for Distributed Leadership is evolving, what is apparent is that there are competing and sometimes conflicting interpretations of the term (Harris, 2008). In particular, in reframing the way we think about leadership (Bolden, 2011), there are substantial overlaps between Distributed Leadership and other similar concepts, namely, shared leadership (Pearce and Conger, 2003), collaborative leadership (Wallace, 2002) and participative leadership (Vroom and Yago, 1998, cited in Harris, 2003). Some of these concepts, as put forward by Oduro (2004) are illustrated in Figure 2.2 below.

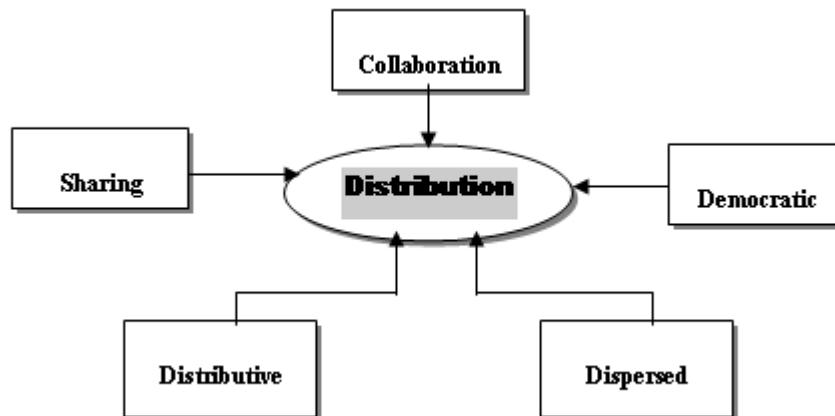
Pearce and Conger (2003) suggest that there was a particular time when shared leadership was accepted because of the following reasons; a rise in cross-functional teams along with speed of delivery, the availability of information and greater job complexity. Whilst this literature may not have been written particularly in the schools or HE context it does have some resonance with comments about 'greedy work' and the complexities of roles in HE.

Figure 2.2 Terminologies related to distributed leadership (Oduro, G.K.T, 2004, p13)

Dispersed	Collaborative	Democratic	Shared
<p>'Dispersed' appears to suggest leadership as an activity that can be located at different points within an organisation and pre-exists delegation which is a conscious choice in the exercise of power. The idea of <i>dispersed leadership</i> is captured by David Green's term 'leaderful community' which involves a community in which people believe they have a contribution to make, can exercise their initiative and can, when relevant to the task in hand, have followers (Green, 2002).</p>	<p>Operates on the basis of 'alliance' or 'partnering' or 'networking.' Network learning communities, sponsored by NCSL are an expression of collaboration across the boundaries of individual institutions. Collaborative leadership may also apply to an 'inter-agency context', expressed in schools joint work with community agencies, parents, teacher groups, and other external stakeholders.</p>	<p>Leadership as 'democratic' is by definition antithetical to hierarchy and delegation. Elsbernd (n.d.) suggests four defining characteristics (i) a leader's interaction with, and encouragement of others to participate fully in all aspects of leadership tasks (ii) wide-spread sharing of information and power (iii) enhancing self-worth of others and (iv) energising others for tasks Democratic leadership can either take the form of <i>consultative</i> (where a leader makes a group decision after consulting members about their willingness) or <i>participative</i> decision-making (where a leader makes the decision in collaboration with the group members - often based on majority rule) (Vroom & Yetton, 1973).</p>	<p>Shared leadership is best understood when leadership is explored as a social process something that arises out of social relationships not simply what leaders do (Doyle & Smith, 2001). It does not dwell in an individual's qualities or competencies but lies between people, within groups, in collective action, which defies attempts to single out a leader (MacBeath, 2003).</p> <p>It is built around openness, trust, concern, respect and appreciation.</p>

As opposed to overlapping concepts, Oduro (2004) presents allied concepts around the 'centrality' of distribution, as shown in Figure 2.3 below.

Fig. 2.3 The centrality of distribution in post-heroic leadership terms (Oduro, G.K.T, 2004, p14)



With conflicting and sometimes overlapping views then, what is important is that we need to observe leadership activity from ‘within a conceptual framework’ (Spillane, 2004, p4). For Distributed Leadership, this means that a very clear conceptual understanding is required (Gosling et al, 2009). Some concepts of the Distributed approach will now be explored further.

2.5 Distributed Leadership – key concepts

At the core of the concept of Distributed Leadership is the idea that ‘leadership is not the preserve of the individual, but a fluid or emergent property, rather than a fixed phenomenon (Harris, 2005). This moves leadership study beyond ‘the actions and beliefs of single leaders to understanding leadership as a dynamic organisational entity’ (Harris, 2005, p174).

In terms of definitions, those of Distributed Leadership are wide ranging.

As Bennett et al (2003) state:

There are few clear definitions of distributed or devolved leadership and those that exist appear to differ from each other, sometimes widely and sometimes more in nomenclature than in essence.

Bennett et al (2003, p8)

Bennet et al (2003) contend that one of the most restrictive definitions is from Kayworth and Leidner (2000, cited in Bennet et al, 2003); they define Distributed leadership as leadership from a remote (physical) location, using only technological means of communication (e-mail, web-based etc.) This, however, fails to take into account differing means of interaction and the social dimension of activity theory so often mentioned in the literature. As Thorpe et al. (2011) note:

Crucially, Distributed Leadership is considered as a social phenomenon with a context integral to its understanding and indeed constitutive of the practice of leadership, concerned with thinking and actions in situ. The focus therefore is on conjoint actions rather than role or position.

(Thorpe et al, 2011, p241)

Spillane (2004, p4) identifies that distributed cognition and activity theory provide the 'conceptual foundations' for the distributed perspective, as they 'have proven especially fruitful in understanding human activity in complex, emergent, and discretionary environments'. In addition, he highlights:

the distributed leadership perspective is designed to frame a programme of research that will analyse leadership activity and generate evocative cases for practitioners to interpret and think about as part of their on-going leadership practice.

Spillane (2004, p4)

These activities are recognised by Bolden et al (2009) in that the increasing awareness of social relations in the leadership contract has in turn given rise to this 'new' school of leadership thought which can be referred to as 'shared', 'collective' or 'distributed' (Bolden et al, 2009, p8). This also, in part reflects the arguments that in the widest theoretical sense, the distributed leadership approach is thought to be borne from Social Practice theory which also gave rise to situational, contingency and collegial models (Knight and Trowler, 2001). The situational aspects of the scholarly community are also one of the reasons put forward by Gronn (2002) in explaining the need for a distributive perspective:

The most compelling reason why the scholarly community requires a distributed perspective on leadership is that the idea more accurately reflects the division of labour which confronts fieldworkers and is experienced on a daily basis by organisation members

Gronn (2002, p429)

Perhaps as a result of the complexity of systems being studied, the concept of Distributed Leadership has had its fair share of misinterpretation (Harris, 2003). However, as a result of their systematic

review, Bennet et al (2003) were able to put forward three distinctive elements, or characteristics of the concept of distributed leadership which in turn help give some conceptual clarity:

Firstly, distributed leadership 'highlights leadership as an emergent property of the group or network of interacting individuals. This contrasts leadership as a phenomenon which arises from the individual'.....Secondly, distributed leadership suggests openness of the boundaries of leadership.....and thirdly, distributed leadership entails the view that the varieties of expertise are distributed across the many, not the few.

Bennet et al (2003, p7)

The authors suggest that it is the 'emergent property' and affiliated 'conjoint activity' (Gronn, 2002) that will underpin the concept. The term conjoint activity is key to understanding the complexity of the approach. It was Gronn (2002) who suggested that there are two broad meanings of distributed leadership in the scholarly community; firstly numerical, or aggregated leadership behaviour and secondly concertive action. The second behaviour is seen as most significant for Gronn (2002), as in essence it means that distributed leadership is more than the sum of its parts (Bennet et al, 2003) and that there is strong influence in group members acting in concert. Beyond this, Gronn, (2002, pp4-5, cited in Bennet et al, 2003) observes three main patterns in the concertive action domain;

- 1) Spontaneous collaboration concerning tasks; leadership is evident in the interaction and relationships in which people with different skills, expertise and from different organisational levels 'coalesce' to pool expertise
- 2) Shared role which emerges between two or more people, involving close joint working within an implicit framework of understanding

- 3) Institutionalisation of structures of working together, e.g committees.

Theoretical frameworks and taxonomies

Spillane's work (2004) emphasises the context in which leadership is enacted. Drawing upon the concepts of distributed cognition and activity theory (Bennet et al, 2003) the argument is presented that cognitive activity is 'stretched' across the group, and that leadership can therefore be found within both formal and non-formal positions and within particular areas of expertise.

Bennet et al (2003) note of Spillane's concepts of distributed leadership:

In other words, it involves the study of how it is carried out as well as what it is. From this perspective, leaders need to be involved in defining tasks as well as executing them, and this activity required the active deployment of individual's espoused theories and theories in use. Leadership is, then, to be understood as it unfolds from the perspective of practitioners through to their theories in use.

Bennet et al (2003, p23)

Spillane, Halverson and Diamond, (2000, cited in Gronn, 2002) refer to leadership as practice that is stretched over the social and situational contexts of the school. This was evident in a numbers of ways (again in schools) but for example might include budget meetings, staff appraisals or unanticipated crises or major problems – they range in scale, complexity and scope (Gronn, 2002, p430).

A further framework for distributed leadership is provided by MacBeath et al (2004, cited in Gosling et al, 2008, p11) who identify six ways in which the distributed approach takes place in practice.

This includes;

- Formal distribution (via ad hoc delegation to meet demands and challenges)
- Pragmatic distribution (via ad hoc delegation to meet demands and challenges)
- Strategic distribution (based on the planned appointment of individuals to contribute positively to the development of leadership in the organisation)
- Incremental distribution (devolving more responsibility as people demonstrate their ability to lead)
- Opportunistic distribution (people willingly extending their roles and taking the initiative to lead)
- Cultural distribution (where leadership is assumed rather than given, shared organically and opportunistically and is embedded in the organisational culture).

Gronn (2008) makes reference to another development of theory. He suggests that Leithwood et al (2007, cited in Gronn, 2008) adopted his three suggested forms of concertive action; these being spontaneous collaboration, intuitive working relations and institutionalised practices.

These, he suggests were aligned with four leadership functions: direction setting, people development, organisational re-design and instructional management. Leithwood et al (2009) were particularly interested in the engagement of 'non administrator leaders', identifying that informal leaders made a high contribution to the three of the four leadership functions. 'Thus, in relation to direction setting, once a vision was in place, these informal leaders tended to perform the on-the-ground battle for the hearts and minds of colleagues. If, however, leaders were to perform in this way, there still had to be regular monitoring by principals. Distributed leadership, it seemed, depended on 'effective forms of focused leadership – leading the 'leaders' (Leithwood et al, 2007, cited in Gronn, 2008, p55).

Harris (2008) suggests that the most contemporary interpretation of Distributed Leadership theory is that provided by Spillane (2006, cited in Harris, 2008). Building upon earlier work, Spillane (2004) identifies that there is a 'social context' and evidence of inter-relationships as an integral part of the leadership activity. This reflects that Distributed Leadership constitutes leadership practice that relates leaders, followers and their situation. Harris (2008) similarly implies that the practice of leadership is one that is shared and realised within extended groupings and networks; some will be formal while others will be informal and in some cases, randomly formed (Harris, 2008). Of note, Spillane and Diamond (2007, cited in Bolden, 2011, p257) also go some way to dispelling four common myths of DL.

These they suggest are:

1. That DL is a blueprint for leadership and management
2. That DL negates the role of principal
3. That from a Distributive perspective, everyone is a leader
4. DL is only about collaborative situations

The frameworks discussed are outlined in Figure 2.4 below. Whilst these frameworks look at the forms of distributed practice, it is still difficult to pinpoint exactly what effective leaders are *doing* within this context. In part, the competencies approach (Bartram, 2005) adds value here in that it helps identify some behaviours of 'good leaders'. Spendlove (2007), writing about effective leadership in Higher Education also identifies what good leaders 'do' in that they engage with people, communicate clearly, motivate others, consult with others, think broadly and act as mentors. It is acknowledged that competency models attempt to capture the experience, lessons learned and knowledge of seasoned leaders in providing frameworks for the benefit of others (Hollenback et al, 2006).

Figure 2.4 .Frameworks of Distributed Leadership, (from Bolden, 2011, p258)

Gronn (2002)	Leithwood <i>et al.</i> (2006)	MacBeath <i>et al.</i> (2004)	Spillane (2006)
<p>Spontaneous collaboration:</p> <p>Where groups of individuals with differing skills, knowledge and/or capabilities come together to complete a particular task/project and then disband.</p>	<p>Planful alignment: where, following consultation, resources and responsibilities are deliberately distributed to those individuals and/or groups best placed to lead a particular function or task.</p>	<p>Formal distribution: where leadership is intentionally delegated or devolved.</p>	<p>Collaborated distribution: where two or more individuals work together in time and place to execute the same leadership routine</p>
<p>Intuitive working relations:</p> <p>Where two or more individuals develop close working relations over time until 'leadership' is manifest in the shared role space encompassed by their relationship' (p657).</p>	<p>Spontaneous alignment: where leadership tasks and functions are distributed in an unplanned way yet, 'tacit and intuitive decisions about who should perform which leadership functions result in a fortuitous alignment of functions across leadership sources' (Harris, et al, 2007, p344).</p>	<p>Pragmatic distribution: where leadership roles and responsibilities are negotiated and divided between different actors.</p>	<p>Collective distribution: where two or more individuals work separately but interdependently to enhance a leadership routine.</p>
<p>Institutionalised practice:</p> <p>Where enduring organisational structures (e.g committees and teams) are put in place to facilitate collaboration between individuals.</p>	<p>Spontaneous misalignment: where, as above, leadership is distributed in an unplanned manner, yet in this case the outcome is less fortuitous and there is a misalignment of leadership activities.</p>	<p>Strategic distribution: where new people, with particular skills, knowledge and/or access to resources, are brought in to meet a particular leadership need.</p>	<p>Co-ordinated distribution: where two or more individuals work in sequence in order to complete a leadership routine.</p>
	<p>Anarchic misalignment: where leaders pursue their own goals independently of one another, and there is 'active rejection on the part of some or many organisational leaders (p344).</p>	<p>Incremental distribution: where people acquire leadership responsibilities progressively as they gain experience</p>	
		<p>Opportunistic distribution: where people willingly take on additional responsibilities over and above those typically required for their job in a relatively ad hoc manner.</p>	

In terms of practice, Bush (2003, p52) argues that ‘one aspect is clear – the distributive model provides for stakeholders to become involved in decision making’; this theme has earlier been studied by Koopman and Wierdsma (1998) who identify shared decision making by a superior and his or her employees as one benefit of the participative process. Further perceived benefits of the approach will be discussed later in this chapter.

Distributed Leadership in practice – the empirical evidence

In reviewing the emergence of Distributed Leadership, Hartley (2007) criticised the lack of empirical research within the field. Levin (cited in Harris, 2008, p173) also has put forward that ‘there are many viewpoints in the field and very little solid research supporting them. Much of what parades as research is opinion garbed in the language of research’.

Other critiques of Distributed Leadership are in evidence. Bolden (2011) highlights that Distributed Leadership takes insufficient consideration of power and influence in which it is situated. Additionally, Hatcher (2005, cited in Bolden, 2011, p260) suggests that ‘while leadership may be ‘distributed’, power is often not’. Further ‘the notion of DL may be invoked by Senior Managers to encourage engagement and participation in organisational activities while masking substantial imbalances in access to resources and sources of power’ (Bolden, 2011, p260).

It is recognised that one challenge is that Distributed Leadership can mean 'all things to all people' (Harris, 2003a, p313) and as such there is difficulty in identifying any clear focus in terms of conceptual frameworks.

Additionally:

while distributed leadership tends to be seen as a normatively good thing,, it has also been contested.....most notably because of the complexities of who does the distribution and who is in receipt of the distribution.

(Gunter and Ribbines, 2003, cited in Harris, 2008 p172)

However, Gronn (2008, p154) identifies that 'at least by de-monopolising leadership and potentially increasing the sources and voices of influence in organisations beyond just one, distributed leadership has helped widen the span of employee and member participation'. Harris (2003, cited in Bush et al, 2003) in defending the empirical evidence for Distributed Leadership also draws attention to the widening participation of leadership in suggesting that the distributed leadership approach:

'essentially involves both vertical and lateral dimensions of leadership practice. Distributed Leadership encompasses both formal and the informal forms of leadership practice within its framing, analysis and interpretation. It is primarily concerned with the co-performance of leadership and the reciprocal interdependencies that shape the leadership practice. This co-leadership can involve both formal and informal leaders, it is not an 'either/or'.

Harris (2003, cited in Bush et al, 2003, p59)

Future direction

Gosling et al (2008, p372) suggest that Universities (like many organisations) usually 'attempt to resolve their problems either by focussing on key individuals or by restructuring, less often reflecting on the forces that connect people and enable them to work together in their pursuit of a common aim.' They recognise that a deeper appreciation of what bonds people together and bridges social groups may be possible and thus a more powerful and relevant appreciation of how leadership is accomplished may be enabled. This, in turn could have important implications for leadership development, particularly the extent to which it is regarded as an opportunity for networking, collective sense making and 'identity work' (Sveningsson and Alvesson, 2003, cited in Bolden et al) p373).

Alongside the development of 'identity', is the growing recognition of professional networks. 'For academics, professional practice is connected both to the discipline and the institution to which they belong. They have a tendency to build and sustain large networks of contacts within and beyond their institution that offer competitive advantage both to them and the network to which they belong.' (Bolden et al, 2009, p367). Social capital, however, is more than just a network of relationships; it offers a means for the development of shared norms, goals and trust (William and Scarbrough, 2006, cited in Bolden et al, 2008).

Gronn (2008, p142) has more recently come to reflect on what the future holds for Distributed Leadership and recognises that 'One thing that might be timely about distributed leadership is the need for a shift in direction'. In acknowledging that the Distributed approach followed on from two decades of the upsurge of the 'heroically informed understandings of leadership' as a concept it shows signs of 'a number of hallmarks of survival', but with some 'concerns' (Gronn, 2008, p141). He says (ibid) that:

Having endured for much of the 1980's and 1990's a convergence of the field around a near monolith of orthodox individualism, which has finally begun to erode, little point would be served by substituting it with an alternative form of convergent hegemony, in this case a distributed one. One of the weaknesses of both focused and distributed view of leadership, when they are championed singly or co-exist as polarised alternatives is that they may do less than full justice to patterns of divergent leadership practice increasingly manifest

(Gronn, 2008, p142)

A more appropriate descriptor for recent leadership analysis he suggests, may be 'hybrid' rather than distributed. This descriptor gives a conceptual term to the co-leadership approach previously put forward by Harris (2003); Bolden et al. (2008) have also coined this phrase with reference to a multi-level approach to leadership in Higher Education.

Harris (2008) draws attention to the cultural conditions in which the approach might operate:

It requires those in formal leadership positions to create cultural conditions and structural opportunities where distributed leadership can operate and flourish..... Distributed Leadership is not inherently good. It depends upon relationships, trust and culture of the organisation

Harris (2008, p184)

As part of the cultural conditions and practice around teaching and learning, the concept of teacher leadership will now be explored.

2.6 Teacher Leadership

Previous sections of this literature review have highlighted that the conceptual and empirical work on Distributed Leadership do not always give indications of what happens in practice, and in particular with regard to teaching and learning within Higher Education. In drawing upon parallels from the school sector, the teacher leadership theory will therefore be thought useful here.

With regard to framing teacher leadership, Harris (2003a) suggests that 'the literature and associated empirical work on teacher leadership provides an important starting point in understanding and illuminating how distributed leadership actually works' (Harris, 2003, p318). In addition, 'Teacher leadership provides operational images on conjoint agency in

action and illustrates how distributed forms of leadership can be developed and enhanced to contribute to (school) development and improvement' (Harris, 2003a, p318).

Similarly, Thorpe et al (2011), suggest that the literature around teacher leadership has helped identify different *functions* of leadership within a framework of concerted action. This is therefore thought useful in supporting or refuting the actions of academic staff. It has also been suggested the 'notion of 'dispersed' or 'teacher leadership' as a discreet body of study is particularly well developed and grounded in research evidence (Harris, 2003b, p39). Additionally, it has been put forward that teacher leadership theory represents 'a manifestation of Distributed Leadership in action', where through 'the collaboration and collegiate ways of working, all teachers can take the lead' (Thorpe et al, 2011, p242.)

It has also been suggested that whilst the quality of teaching strongly influences levels of pupil motivation and achievement (Harris, 2003) it is the quality of leadership that matters in determining the motivation of teacher and the quality of their teaching (Fullan, 2001; Segiovanni; 2001, cited in Harris, 2003a). To provide an appropriate framework for this discussion, some definitions will now be put forward.

Definitions of Teacher Leadership

A number of authors have put forward definitions of teacher leadership that help provide a conceptual delineation from traditional leadership approaches. Katzenmeyer and Moller (2001, p6) have suggested that 'teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice'. The 'community' aspect of the teacher leadership is a common theme of much of the existing literature (Harris, 2007). In this vein, Ghamwari (2010) suggests that within the framework of developing effective teachers, an effective sub-culture needs to be provided to develop trust. Strongly aligned to these principles is that of developing the 'Professional Learning Community'. A professional learning community is a community 'where teachers participate in leadership and decision-making, have a shared sense of purpose and engage in collaborative work' (Harris and Muijs, 2003b, p440). Holden, (2002, cited in Harris and Muijs 2003b) has highlighted that an organisation's ability to improve and sustain improvement largely depends upon its ability to foster and nurture professional learning communities.

Further definitions have also been put forward. Wasley (1991, cited in Harris and Muijs, 2003a, p4) defines teacher leadership as 'the ability to encourage colleagues to change, and to do things they wouldn't ordinarily consider without the influence of a leader'.

In a conceptual review and analysis of required research around teacher leadership, Frost and Harris (2003) identify three factors that may usefully clarified in order to determine the extent to which leadership is exercised by teachers; these factors were 'the construction of the professional role of teachers, the organisational environment and personal capacity' (Frost and Harris, 2003, p487). Personal capacity was further examined in terms of authority, knowledge, situational understanding and interpersonal skills. These factors, they suggest, would provide a framework for further empirical investigation around teacher leadership in the UK.

Situational understanding may extend to the perceived roles and responsibilities of particular staff. In their work in American schools, Katzenmeyer and Moller (2001) put forward three main facets of a teacher leadership role. The first is the leadership of students or of other teachers, in roles such as mentor, facilitator, curriculum specialist, the leader of study groups, or identifying and creating new approaches to practice. The second aspect is the leadership of operational tasks. These are suggested as a Head of Department role where leadership of task forces are undertaken and organisational goals are moved forward. The final aspect is leadership through decision making or partnership; this may be as part of a school improvement team, committee member, or instigator of partnerships with business, or parent-teacher associations.

In further trying to identify the 'what' of distributed leadership, a framework of teacher leadership was put forward within four discreet dimensions of the teacher leader (Harris, 2003, p78, cited in Thorpe et al, 2011). These are suggested to be brokering; participating; mediating and relationships. 'Brokering' suggests the way in which staff translate the principles of school improvement into practise within the classrooms and other areas within the school, whilst maximising opportunities for learning and development. 'Participating' suggests that everyone feels equipped to play a part in change and, with sought collaboration, are directed toward a collective goal. 'Mediating' implies that everyone is a potential source of expertise and key information, which can be called upon within the leadership of resources and in 'relationships' the close relationships of staff and mutual learning is translated into the 'leadership of learning' through professional learning and development.

It is suggested that in terms of functions, different roles within the teacher leadership literature are also extended to 'curriculum writers, bid writers, mentors of new or less experienced staff and action researchers with always a strong link to the classroom' (Harris and Muijs, 2003a, p6).

One of the important points emanating from the literature is that 'teacher leaders are, in the first place, expert teachers, who spend the majority of their time in the classrooms but take on different roles at different times' (Ash and Persall, 2000, p15).

However, Barth (1999, cited in Muijs and Harris, 2003a), in reviewing the role of the teacher leader suggested that the teacher leader may also fulfil some functions possibly undertaken by Senior Management, for example shaping the curriculum, designing staff development programmes, evaluating teacher performance, and selecting new teachers, although writing during this time may have preceded the 'greedy work' previously identified in this literature review (Harris, 2007).

The work-load, and extension of tasks more traditionally associated with Senior Leaders in schools was also of note in a more recent qualitative study by Ghamwari (2010). In a multi-level qualitative study, she surmised that:

the idea that subject leaders are taking over tasks that have been previously attributed to senior leaders was evident also in almost all teachers' interviews and some principals' interviews.

Ghamwari (2010, p307)

Her findings in terms of the breadth of roles undertaken by Subject Leaders is summarised in Table 2.2 below.

In terms of the skill set of teacher leaders, Snell and Swanson (2000, cited in Muijs and Harris, 2003a) found that teachers who emerged as leaders had developed high level skills in the areas of expertise, (strong pedagogical and subject knowledge) collaboration (working with other teachers, reflection on their own practice and empowerment of themselves and others.

Table 2.2 Aspects of subject leader roles (Ghamwari, 2010, p308)

Role	Detail
Pedagogical expert	Exhibits exceptional knowledge of subject matter and key characteristics of quality teaching and learning. Provides appropriate customized professional development. Assists teacher development of effective lesson plans and their delivery.
Action researcher	Researches teaching methods and techniques Uses data derived from research to monitor progress
Proficient raconteur	Uses appropriate professional channels of communication to address concerns.
Managed leader	Creates and maintains a vision for the school that is supported by staff and parents. Possesses strong organizational and managerial skills.
Policymaker	Partakes enthusiastically in school improvement efforts and plans. Engages in affiliation agreements with other institutions.
Cultural developer	Creates a supportive climate and exercises professional leadership. Introduces new content, program innovations, or different organizational structures
Resource manager	Imparts new high-quality resources for staff. Creates community partnerships that support the creation of a sustainable learning environment.
Curriculum developer	Ensures formulation, development and implementation of school curriculum. Maintains departmental climate conducive to teacher participation and sense of ownership.
Strategic planner	Sets long-term plans to introduce new content, program innovations, or other organizational structures and develops means to reach them.
Quality controller	Assesses educational programs in terms of quality and adherence to regulations and standards.
Liaison	Maintains positive and productive working relationships with students, parents and colleagues

Similarly, Lierberman et al (2000, cited in Harris and Muijs, 2003a) identified six main clusters of skills: building trust and rapport with colleagues, being able to undertake organisational diagnosis through data collection, understanding and managing the change processes, being able to utilise resources (people, equipment) in the pursuit of common goals, managing their work and building skills and confidence in others.

One of the difficulties in focussing on the teacher leader is that it may imply a focus on the individual which may seem contradictory to the Distributed approach. However, in reviewing key literature, it also emerges that there is emphasis that teacher leadership is purported to play a large role in the development of a collegiate environment, which in turn underlines a strong contribution to improvement and change (Little, 1995). More recent studies in schools (Silns and Mulford, 2002, cited in Harris, 2007) have highlighted the importance of collaboration in the restructuring and improvement of an organisation, as well as a collaborative approach in developing staff. As Harris (2003a) contends:

Much more is now known about the conditions under which teachers develop, to the benefit of themselves and their pupils. The problem remaining is how to build learning communities within schools for teachers and pupils. Schools need to build a climate of collaboration premised upon communication, sharing and opportunities for teachers to work together.

(Harris, 2003a, p321)

In studying how teachers work together, Leithwood et al. (1999) suggested that certain factors need to be in place to allow teams to work effectively. They identified the following as important; allowing staff to manage their own decision making committees; ensuring effective group problem solving during meetings of staff; providing autonomy for leaders; altering work conditions so that staff have collaborative planning time; creating opportunities for staff development and ensuring adequate involvement in decision making related to new initiatives.

Parallels can be drawn here with the Higher Education Sector. In terms of new initiatives, recent accounts, have called for time and space for staff to develop major change initiatives (Huxley, 2010). In reviewing 'The Change Academy' approach fostered by the Higher Education Academy, he writes 'Change Academy is a year long process that includes specific development opportunities for nominated team leaders...it provides a creative environment in which the whole team can focus on planning and developing strategies for lasting change...This is a unique, high quality process for professional learning' (Huxley, 2010, p13).

In extending this concept, Moores (2010) writes of a case study at Manchester Metropolitan University:

this proposal relates to a project to develop an internal change academy at MMU which would provide a supportive 'space' for cross-university teams, made up of staff from all areas of the university and at all levels, as well as students, to work on change projects....This project has the potential to be transformational for MMU. They see this project as being integral to achieving a higher level of student satisfaction, performance across the University and to the drive for continuous improvement

(Moores, 2010, p17)

The benefits of this collaborative approach are echoed by Blackmore (2012) who suggests that:

A significant feature of the change academy model is that it incorporates notions of whole-of-university change in support of teaching and many of the action learning sets comprise both professional and academic staff. It is about learning to lead together.

(Blackmore, 2012, p279)

Professional Learning Communities

One of the underlying principles of teacher leadership is to transform organisations into professional learning communities (Katzenmeyer and Moller, 2001). This implies a commitment not only to teachers sharing but also the generation of a school-wide culture that makes collaboration expected. This reflects three concepts of Stoll and Seashore Louis (2002, cited in Harris, 2003a); firstly that school culture emphasises professionalism and is 'client oriented and knowledge based' (Darling Hammond 1990, cited in Harris, 2003a); secondly that there is emphasis on learning and placing a high value on teacher professional

development (Troen and Boles, 1992, cited in Harris, 2003a) and that thirdly, one that emphasised personal connection (Lois et al, 1996, cited in Harris, 2003a).

The development of potential within the teaching community is seen as key in developing an effective culture where staff can initiate change. Frost and Durrant, (2003, p173) consider that 'it is not a matter of delegation, direction or distribution of responsibility, but rather a matter of teachers' agency and their choice in initiating and sustaining change'. Hence, it can be argued that:

the principal of teacher leadership is at the core of building professional learning communities in schools quite simply because it is premised upon teachers working in collaboration to learn with and from each other. Investing in the school as a learning community offers the greatest opportunity to unlock leadership capabilities and capacities among teachers

(Harris, 2003a, p321)

Extending the Professional Learning Community has also been studied in terms educational networks (Townsend, 2012). Whilst again this research took place within a school context, the implications for leadership are important. Townsend (2012) highlighted that for effective networks to reach aims and objectives, expertise sharing is important, as well as considering the challenges of crossing boundaries and needing support in order for the process to be successful.

Developing and Enhancing Teacher Leadership

Teacher leadership is primarily concerned with enhanced leadership roles and decision-making powers for teachers *without taking them out of the classroom* (Harris and Muijs, 2003a).

However, whilst implying not being taken out of the classroom, it is still necessary that time needs to be set aside for teachers to plan and discuss issues such as curriculum matters, developing school-wide plans, leading study groups, organising visits to other schools, and collaborating with colleagues (Muijs and Harris, 2003). Ovando (1994, cited in Harris and Muijs, 2003a) found that being freed up for leadership tasks was a crucial element of success in schools where teacher leadership was being implemented. This is just one way in which the literature suggests that Teacher Leadership be developed and enhanced.

Secondly there needs to be rich and diverse opportunities for Continuous Professional Development (CPD). In particular, Harris and Muijs (2003a) suggest that teacher leadership not only needs to focus on the development of teachers' skills and knowledge, but also on aspects specific to their leadership role. Skills such as leading groups and workshops, teaching adults, action research and writing bids need to be incorporated into professional development to help teachers adapt to the new roles involved (Katzmayer and Moller, 2001).

Thirdly, it is suggested that in order to be effective, teacher leaders' self-confidence needs to be encouraged in order to effectively use their leadership capacity. Harris and Muijs, (2003a) suggest that structured programmes of collaboration or networking need to be set up to ensure the teacher leaders can fully develop their leadership potential. (Darling-Hammond, 1995, cited in Harris and Muijs 2003a) suggests that collaborating with teachers in other schools, engaging in trialling new teaching approaches, engaging in action research and other such activities help develop teacher confidence and reflection on their practice. Little (1995) suggests that where teachers learn from one another through mentoring, observation, peer coaching and mutual reflection, that possibilities of generating teacher leadership are significantly enhanced. Whilst much of the literature contends that teacher leadership has a positive influence, it is important to recognise that there are critiques of the approach, as well as perceived barriers to effectively realising its potential.

In a normative paper, Fitzgerald and Gunter (2008) suggest that teacher leadership is a management strategy and not a radical alternative. Furthermore, they contend that 'there has not been sustained and robust debate either about the term or its use and misuse in schools' (Fitzgerald and Gunter, 2008, p335). They also suggest that teacher leadership 'merely cements authority and hierarchy whereby leaders monitor teachers and their work to ensure a set of predetermined standards are met.'(ibid, p335).

Other barriers to effective leadership have been identified. Katzenmeyer and Moller (2001) propose that egalitarian values among teachers may mitigate against any teacher presenting her/himself as a 'leader'. (Lieberman et al, 2000) also suggest that taking on the role of teacher leader often leaves teachers feeling isolated. Little's (1995) study found that whilst teachers were happy to acknowledge the skills of a hypothetical master teacher, they did not support truly assertive behaviour of this teacher towards colleagues.

In addition to these barriers, Muijs and Harris, (2003) propose further steps that need to be taken to enable effective teacher leadership.

Further to an empirical study on three schools, they highlight that:

teacher leadership requires active steps to be taken to constitute leadership teams and provide teachers with leadership roles. A culture of trust and collaboration is essential, as is a shared vision of where the school needs to go, clear line management structures and strong leadership development programmes

Muijs and Harris, (2003, p 442)

2.7 The Perceived benefits and challenges of the Distributed Leadership approach

Gronn (2002, cited in Gosling et al. 2009) expresses concern that as the distributed approach becomes the preferred approach in organisations, the benefits and challenges are neglected.

There are a number of key perceived benefits emerging from the literature that add value to the argument for Distributed Leadership,

including developing effective teams, sharing decision making, improving school effectiveness and change, and developing competencies. Each of these will be explored here in light of relevant literature.

Developing Effective Teams

In their research around formal leadership in Higher Education, Gosling et al (2009) identified a number of benefits resulting from their interviews. One of these was improved teamwork, particularly with regard to academics and their managers. It was also thought that communication within teams and across the organisation were improved through a distributed approach.

Brouillette (1997, cited in Harris, 2003a) highlighted that collaborative strategies are crucial with regard to developing effective teams. There is also a widely held belief that participative leadership has an overwhelming advantage over the contrasting style of directive leadership in organisational and team effectiveness (Harris, 2003a).

Johnson (1990) found that when there was intellectual sharing, collaborative planning, and collegial work, satisfaction was increased for teachers, and as a result, school was more effective for students. Other organisational benefits to this approach are also put forward. Participative leadership is believed to be likely to increase the quality of decisions (Scully, Kirkpatrick, & Locke, 1995), to contribute to the quality of teacher's work lives (Somech 2003) and to increase teacher's motivation

(Harris 2003a) and satisfaction (Smylie, Lazarus & Brownlee-Conyers, 1996).

Shared decision making

Literature suggests that participation is critical for a team's ability to turn new ideas, and individually held knowledge into innovative procedures, services and products (West 2002). Teachers can pool ideas, materials and methods which will lead to a higher quality of instruction, (De Dreu & West, 2001).

Additionally, group problem solving among teachers encourages experimentation in innovative practises in curriculum decision making and pedagogy (Firestone & Pennell, 1993). Johnson (1990) found that when there was 'intellectual sharing, collaborative planning, and collegial work' satisfaction was increased for teachers, and school was more effective for students. Other organisational benefits to this approach are also put forward. Participative leadership is thought likely to increase the quality of decisions (Scully, Kirkpatrick, & Locke, 1995), to contribute to the quality of teacher's work lives (Somech 2002) and to increase teacher's motivation and satisfaction (Smylie, Lazarus & Brownlee-Conyers, 1996).

With regard to shared decision making, the participation process helps ensure that unanticipated problems that arise during work can be tackled directly and immediately by those affected by the problem (Durham et al., 1997). In addition to problem solving, advocates of the participative style

(West 2002) see leaders as aiming to encourage subordinates to discover new opportunities and challenges, to learn through acquiring, sharing and combining knowledge. This knowledge sharing is also advocated by Little (1990) who outlines two key areas in which collegiality operates in practice. These involve 'teachers talking about teaching' and 'shared planning and preparation'. Within this planning and preparation 'shared decisions are likely to be better informed and are also much more likely to be implemented effectively' (Bush, 2003, p66). Collegiality is also 'an acclaimed way for teachers to benefit from the support and expertise of their colleagues' (Brown, Boyle and Boyle, 1999, p320). In this way, a concertive action (Gronn, 2002) is mirrored by Harris (2008, p178) who suggests that 'solutions to organisational challenges may develop through distributed leadership that would be unlikely to emerge from individual sources'.

More recently, with regard to decision making in the Higher Education context, Gosling et al (2009) noted that by distributing decision making to lower levels within the organisation, responsiveness in decision making was improved in that it more appropriately addressed the needs of staff and students.

Improving effectiveness

With regard to improving school effectiveness, it is evident there has been a growing movement of the link between leadership enquiry and

changes in practise leading to improvement in schools and their effectiveness (Bush, 2003, Harris 2003a).

Shared practice is one area where this change can be brought about. Literature suggests that participation is critical for a team's ability to turn new ideas, and individually held knowledge into innovative procedures, services and products. Teachers can pool ideas, materials and methods which will lead to a higher quality of instruction (De Dreu & West, 2001; West & Wallace, 1991, cited in Harris, 2003a). Additionally, group problem solving among teachers encourages experimentation in innovative practises in curriculum decision making and pedagogy (Firestone & Pennell, 1993).

Participative decision making and the open communication processes, which are common in this leadership style, can help lower barriers between individuals. This in turn may create an atmosphere where innovative ideas are proposed, critiqued and refined with a minimum of social risk (West 2002). According to path-goal theory (House & Mitchell, 1974) members under distributed leadership are likely to strive to express opinions and propose solutions because they may well think that the leader and their team members expect them to contribute to the task, and meeting those expectations is valuable (Peterson 1997).

Developing competencies

With regard to teacher performance, although participation can have motivational effects, (Erez & Arad, 1986) later work suggests that more consistent benefits of the participative style may lie in the cognitive realm (e.g Durham, Knight and Locke, 1997). Distribution may be one means of enhancing both information exchange and the development of competencies (Cannon-Bowers, Tannenbaum, Salas and Volpe, 1995). In developing their own competencies and those of their colleagues, teacher leaders may well emerge.

With regard to how leadership skills may be developed Harris (2008, p175) recognises that the distributed approach 'has the potential to increase on-the-job leadership development experiences and increased self-determination on the part of those to whom leadership is distributed'. Katzenmeyr and Moller (2001) also suggest that empowering teachers to take on leadership roles enhances teachers' self-esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation, as well as possibly higher levels of retention in their profession.

Outcomes

Whereby the focus of teacher leadership may be in the improvement of school effectiveness, the perceived effect of the distributed approach on student outcomes has also not gone unnoticed. Whilst as an area of

focus, it is beyond the scope of this particular study, it is interesting to note that Bell, Bolan and Cubillo (2002) state that:

Distributed leadership is more likely to have an effect on the positive achievement of student outcomes than leadership which is largely, or exclusively, 'top-down'.

Bell, Bolan and Cubillo (2002, p20)

Similarly, Silns and Mulford (2002) have proposed that student outcomes tend to improve where leadership sources are distributed throughout the school community and where teachers are empowered to lead in areas of importance to them.

Bryman (2007), in assessing leadership effectiveness in Higher Education highlights that very little is known in terms of the impact on students of different leadership approaches and styles as most research is concerned with the outcomes for employees rather than students. This, he suggests provides one of the challenges of the distributed approach. Additional challenges may be perceived to be conflict in boundaries (Gosling et al, 2009), organisational barriers (Harris, 2003) and reluctant leaders (Gleeson et al, 2008).

In terms of conflict of barriers, Earley et al. (2002, p35) suggest that for a successful leadership strategy you need to 'take your staff with you' whilst involving people in decision making. However, in the Higher Education context, Knight and Trowler (2001) suggest that 'who to take' might be difficult as they outline that the concept of 'communities of practice' can

be problematic. It is argued that there are many layers of communities, which are not always mutually supportive.

Storey (2004) warns of the potential for conflict over the boundaries of decision-making and this is a concern also highlighted by Gosling et al (2009). In their study, institutional leaders who were interviewed drew attention to the fact that there may be confusion over roles at University, Faculty and School level, and also, that where financial management was involved, role ambiguity was often experienced.

Harris (2003a) has also drawn attention to organisational barriers being an impediment for teacher leadership. She draws upon a study by Little (1995, cited in Harris, 2003a) that found that for teacher leadership to be successful required some structural changes and did not necessarily mean relinquishing full control. Magee (1999) also identified that support from a senior management team is a crucial component in the success of teacher leadership. Further barriers to teacher leadership have been surmised by Harris (2008) who draws attention to geographic separation as a challenge for those in partnerships and collaborations and recognises that distance can make it more difficult for teams to meet and problem solve. It is also suggested (ibid) that an appropriate culture needs to be fostered that can allow the distributed approach to thrive. Gosling et al (2009) identified some particular tensions in this regard, especially with regard to ineffective leadership cultures that are evident in Higher Education. These approaches are summarised in Table 2.3 below.

As well as cultural barriers, professional barriers also need to be overcome. Lieberman et al (2000) in a study of 17 teacher leaders found that, when engaging in teacher leadership activities, being isolated from colleagues was significant, and some professionals felt less connected to their peers when engaging in teacher leadership activities. Whilst some professionals were happy to acknowledge a 'master teacher' they were less inclined to accept their colleagues in leadership positions.

Table 2.3 Distributed leadership in practice (based on Gosling et al, 2009, p42).

Leadership approach	Evidence
Dislocated	top-down and bottom-up systems do not match up; leadership does not occur where it is needed. For example, weakened central leadership where budgets are devolved to schools or faculties that make it difficult to initiate and sustain institution-wide initiatives such as corporate branding and IT.
Disconnected	different parts of the institution pulling in different directions; lack of consistent/coherent direction/vision; competing agendas. For example, formation of a 'silo mentality' within schools with devolved budgets pursuing their own objectives, not aligned with (or even counter to) the overall university mission and objectives.
Disengaged	staff disengage from management processes; may be disenfranchised, disenchanted disinterested; leadership seen as unappealing, unrewarding or unnecessary. For example, leadership viewed as administration/bureaucracy rather than strategic and inter-personal
Dissipated	leadership is too broadly diffused across groups with little accountability or responsibility for implementing decisions and actions. This was a frequent criticism of the committee structure, described as a 'washing machine' where decisions go round and round remaining unresolved and disowned.
Distant	leadership is felt to be removed from the operational level of the organisation; inaccessible, imposed; not necessarily 'in our best interests'. For example, decisions taken at senior management level and imposed with limited consultation. This situation seems to be amplified where senior managers are physically removed from academic departments.
Dysfunctional	leadership fails to achieve its intentions; results in unexpected/undesirable outcomes; misalignment of performance measures. For example, negative reaction to performance review and appraisal process by senior academic staff; performance measures driving individual rather than team behaviour; risk aversion and dysfunctional systems arising from failures of senior leadership.

In addition, developing leadership capacity is not without challenges, not least because of the reluctance of academic staff, and middle managers to take up formal leadership positions (Gleeson and Knights, 2008). Whilst empirical study in this area has focussed on staff in Further Education, it is suspected that parallels can be drawn with the Higher Education sector, in that staff 'seek more space and autonomy to stay in touch with their subject, their students, and their own pedagogic values and identities, - including opportunities to step outside existing practice.' (ibid, p50). This reflects other studies of leadership and management, such as Ainley and Bailey (1997) who suggest that a common feature of professional workers is that they are dedicated to the pedagogy for which they entered the profession and avoid the managerial responsibility that takes them away from it. A particular reluctance, it is suggested, is for women who 'seem less enthusiastic about the responsibilities that would accompany career moves into formal leadership roles' (Gleeson and Knights, 2008, p50). Staff may be seen to be developing competencies therefore, but not with the intention of taking up any formal leadership roles.

In terms of a way forward it is important to note, that whilst there may be barriers to effective leadership within a teaching community, there is evidence to suggest how leadership may be generated and supported. Buckner (2000, cited in Harris and Muijs, 2003a, p11) found that 'to identify, develop and support teacher leaders in their schools, principals

needed to encourage teachers to become leaders, help teachers develop their skills and provide positive and limited constructive feedback'. Work by Childs-Bowen et al (2000) also highlighted the importance for headteachers to create opportunities for teachers to lead, to build professional learning communities and celebrate innovation and teacher expertise.

There are a number of other suggested requirements for supporting leadership development. One, Barth (1999) suggested was to set aside time for professional development and collaborative work, in addition to making time to plan together, build networks and visit classrooms.

Teacher leaders also need opportunities for continuous professional development in their role (Harris, 2003a). Harris (ibid) cites the research of Katzenmeyer and Moller (2001) in recognising that in order to be most effective, teacher leaders need to continuously improve their teaching skills, be involved in decision making and be involved in the professional development of others. This research (Katzenmeyer and Moller, 2001) further advocates that skills such as leading groups and workshops, collaborative work, mentoring, teaching adults and action research should be incorporated into professional development programmes to help teachers adapt to their new roles.

Chapter Summary

This literature review, in highlighting a range of normative, conceptual and empirical literature has provided a conceptual framework for Distributed Leadership in Higher Education, whilst also providing theoretical concepts around Teacher leadership. Whilst the literature surrounding Distributed Leadership is extensive, this review has highlighted some key themes that will provide a useful theoretical and conceptual framework on which to base the research findings. In order to address the overall research objective, the approach to the research and the methodology for this study, will now be outlined in the next chapter.

Chapter 3.0 Methodology

3.0 Chapter Introduction

Having presented results of a systematic review of literature, this chapter will now present the research methods used in the author's own research project. Specifically, it will discuss, analyse and justify the research methods that seek to address the overall aim of the research which is to critically review how a Distributed Leadership approach may enhance teaching and learning within a specific UK Higher Education setting. The specific research questions have been outlined in the introduction chapter. The research methods will be put forward within the framework of a methodology, which will consider the research strategy and approach, instrumentation, and data collection and analysis. Ethical considerations, reliability and validity will be considered throughout, whilst limitations of the proposed research methods will also be acknowledged.

Research methods in context

It is important to warn against seeing methods as the main starting point of research. As Gorard and Taylor note (2004, p16) 'Don't fit your study to your favourite approach and then try to disguise this as philosophical, rather than a methodological decision'. A successful research project depends upon the integration of purpose, questions, approach and methods (Thomas, 2009). It is important to understand that the selection of methods can not be undertaken independent of research design; considerations of access to participants, groups and sub-groups to be studied should give rise to the considerations of suitable methods, which

in turn should address the research question (Gorard, 2003). As Thomas (2011, p43) reiterates 'a piece of research is built around a question, it is not built around a method'.

3.1 Choice of research design

Cohen, Manion and Morrison (2003) state:

The setting up of the research is a balancing act, for it requires the harmonizing of planned possibilities with workable, coherent practice, i.e. the resolution of the difference between idealism and reality, between what could be done and what will actually work, for at the end of the day, research has to work.

Cohen, Manion and Morrison (2003, p53)

A number of different models exist with regard to research design. Cohen, Manion and Morrison (2003) propose these include seventeen areas for consideration, whilst further condensing these into four main areas of (i) orienting decisions; (ii) research design and methodology; (iii) data analysis and (iv) presenting and reporting results. Some of these areas will now further be developed as they specifically apply to the author's study.

Orienting Decisions

Orienting decisions can be seen as strategic in nature and for the purpose of this research it was necessary to consider a number of factors, including the time frame allowed for the work, competing study and work commitments, as well as personal commitments outside of work. In addition, resources in terms of finance and access to information

needed to be considered. Deadlines in terms of key areas of the work were established, whilst identifying some leeway for unexpected occurrences. An example of a work plan from the latter stages of the thesis is shown in Appendix A.

Whilst acknowledging that the research plan needed to be flexible, having a plan gave some structure to the study and identified key dates and targets. As Wisker (2001) states:

Most research projects fall into phases which correspond to the nature of the work to be done at various times during the study. The research plan reflects this.

Wisker (2001, p7)

In reality, the research plan needed to be revised several times. However, revisiting the project using progress checks, milestones and the identification of 'manageable tasks' (Hall and Longman, 2008) helped ensure that the project was completed in the proposed timeframe.

The main priorities for the research were that it addressed the objectives of the Doctorate, whilst providing research of a high quality (Gorard, 2002). It is hoped that the work may in due course be published for a wider audience, and as such needs to be ethically sound. Ethical considerations were noted throughout the study, an ethical study being one that 'takes responsibility for integrity in the production of knowledge; acknowledges responsibility for the researched; and ensures that the mental, emotional, and physical welfare of the respondents is protected'

(Ghosh and Parveen, 2003 p93). Specific ethical considerations will be noted throughout.

Research design, whilst being governed by the notion of 'fitness for purpose' (Cohen et al, 2003), still has to be practicable. As Wallace and Poulson (2006) suggest:

In research it is crucial to have considered at the design stage what you could feasibly do, and what compromises you should make to ensure that a project was practicable but also rigorous.

Wallace and Poulson (2006, p52)

Whilst a number of different approaches to the design were considered, a case study approach was identified as suitable, given that the research was to focus on a specific contextual setting, i.e the author's own professional workplace. For a professional Doctorate, this was a natural choice as the results of the research could be of benefit to the workplace.

Swetnam (2000) states that:

A case study is perhaps the commonest approach but also the most abused...it is a study concerning one particular happening, or case, examining events and facets of the focused area in a meticulous and systematic way.

Swetnam (2000, p35)

3.2 The Case study approach

A case study offers an example 'from which your experience, your phronesis enables you to gather insights or understand a problem' (Thomas, 2011, p170). He (ibid) suggests:

‘Phronesis is practical knowledge. It is a model based on personal experience. It is personal and it helps us makes sense of particular situations’

Thomas (2011, p214)

Whilst the case study approach may unfortunately be treated by some ‘as the sole prerogative of the interpretative sociologist’ (Thomas, 2011, p207), the approach seemed both practical and sensible given that the thesis was based around the author’s professional practice. In initially scoping the themes of the research, an intrinsic case study (Thomas, 2011), may have been appropriate, whereby the ‘study is taken simply for interest’ (ibid, p98). However, as the theme developed with particular regard to enhancing teaching and learning within the case study setting, the case become instrumental (ibid, p98) in terms of acting as a tool that may ultimately improve practice. It is recognised that this can only take place providing for effective dissemination of the findings.

In taking on the role of ethnographer in the case study, (Payne and Payne, 2009) this approach lent itself to access to participants, and allowed natural boundaries to be drawn in terms of the ‘fieldwork site’ and methods to employ (Somekh and Lewin, 2007). However, in addition to perceived strengths, it is especially important to also consider weaknesses of this position, alongside opportunities and threats (Middlewood and Abbott, 2012). Author positionality is considered in Figure 3.1 below.

Ideally 'where resources allow it is always helpful to compare and contrast across cases if possible and investigate a range of possible experiences' (Somekh and Lewin, 2007, p35). However, it is recognised that whilst the research is undertaken within a Higher Education setting, the institution in question is primarily a teaching and learning institution, and atypical of many in the sector. The generalisation of any findings cannot be justified. Whilst the case study 'has often been taken to be deficient in the generalisation department... its weaknesses are not disguised' (Thomas, 2011, p210). Whilst being weak in terms of being able to claim any generalisation, this does not mean that findings will not be of interest to those with responsibility for teaching and learning quality in the sector.

Figure 3.1. Applied SWOT analysis of own role in relation to research opportunities (originating from Middlewood and Abbott , 2012, p9)

<i>Strengths</i>	Ease of access Relevance of job role to research area Personal contacts and networks Current job role allows access to relevant discussion boards/topic areas	<i>Weaknesses</i>	Perceived lack of data Limited perspective of findings No generalisations
<i>Opportunities</i>	Contribute toward improved practice Widen personal perspective of leadership and management Raised profile within organisation	<i>Threats</i>	Practitioner research – ethics and confidentiality, as well as impartiality need to be considered carefully Too close to interviewees Suggesting answers Raising negative elements of research with Senior Management Blurring of current professional role and researcher role

In using the case study approach as a framework for the research (Thomas, 2011) there were a number of methods, or instruments that were employed to help achieve the overall research aim. These included both secondary and primary research methods which in essence made up a 'mixed methods' approach (Gorard, 2010). The approach to constructing these methods will now further be explored.

The literature review

The literature search formed a large part of the research design. If research is defined as 'a process for collecting, analysing and interpreting information to answer questions' (Kumar, 2005, p7), then the process invariably begins with a review of existing literature. Sharp, Peters and Howard (2002) highlight that the ability to seek relevant facts is often seen as the primary activity of the researcher who should demonstrate the ability to make proper critical use of relevant literature.

In terms then of formulating a plan for the literature search, this needed careful planning and preparation, with the aim of being 'systematic and precise' (Hall and Longman, 2008, p168). Typical sequences to the literature search involved defining the topic, thinking about its limits, identifying the main lead on the topic, as well as thinking about practical arrangements such as the 'housekeeping of the literature' and note taking (Hall and Longman, 2008, p169). This was an evolutionary process, which had to overcome the practicalities of the time and place of

the research, as well as impact on personal time and space. Being able to critically review the research was deemed essential in the professional development of the researcher, with an appreciation of the view that the aim of a 'systematic review' of literature is being increasingly seen as an essential element of valid and reliable research (Victor, 2008).

In essence, the search process forms an assessment schematic (UC, 2012) and identifies key elements of literature and the way these are assessed for inclusion. Specifically, with each source, factors such as the relevancy of the author's claims, the position of the author, the featured publication, the context in which the research was written (including geographical location), the date of publication and quality of references used were all be considered to ensure relevant and trustworthy pieces are included. This process ensured a structured and consistent approach to the assessment of literature used (UC, 2012). An applied summary of this process is shown in Figure 3.2 below.

Figure 3.2. Literature assessment

Item under assessment	What is the source? Is it peer reviewed? In which context is it written?
Claim that the author is making	Warranting claims/sample size?
Position of the author	Previously published? Recognised in the field? Professional position?
Context of the research	UK context for policy? Teacher Leadership literature may come from the US. Distributed Leadership – is it in an educational context?
Publication/Source	Where is the article? Journal/text based or internet commentary?
Date of publication	Does it take into account recent developments?
Quality of references used	Peer reviewed journal articles?

In identifying suitable literature for the project, journal articles, books and reports published on the internet were reviewed. In searching for journal articles, the internet was used to access the library pages of both the author's institution and The University of Warwick, and the discovery catalogues, 'Summon' and 'Encore'. Other electronic databases such as *ERIC* and *SAGE* were accessed prior to these catalogues being available. Key search terms included Leadership and Higher Education; Teacher Leadership; Academic Leadership; Distributed Leadership and Higher Education and Leadership for Learning.

Whilst acknowledging that writing a review of literature at this level of study is part of the 'academic apprenticeship' (Cohen et al, 2003) the literature review for this study should in part address the research objectives. In turn, the process of documentary analysis will allow for an informed decision to be made about the necessity and suitability of subsequent primary research methods. Whilst Robinson (cited in Hartas, 2010) suggests that documents may be relegated to a peripheral role given that researchers prefer tools of more 'enticing engagement' (ibid, p187) it was thought that institutional documents, particularly for example, the Teaching and Learning Strategy of the institution in question added to the case. In addition, policy documents (Department for Business, Innovation and Skills, 2011) were deemed essential in providing context for this research.

As a result of the literature review and documentary analysis it was thought that a questionnaire approach would further inform the study, whilst perhaps advocating a number of theories outlined in the literature review. In addition, a number of semi-structured interviews were chosen in order to further address the research objectives whilst increasing the validity and reliability of the research. These chosen methods, or instruments of research will now be explored further.

Primary research - Instrumentation

Within the case study approach proposed for this research, a number of techniques, or instruments were considered in order to collect primary data. As Kumar (2005) states:

All research requires techniques and instruments for the collection of data...as ever the real choice has constraints defined by the type of research time, cost, and the nature of the data being sought.

Kumar (2005, p56)

Bearing in mind these constraints, self-completion questionnaires were selected for this study, as they are thought to be a cost-effective way of collecting data from a reasonably accessible sample. Importantly, if designed effectively they could help address the research objectives using both quantitative and qualitative methods (Somekh and Lewin, 2007).

In constructing the questionnaire, it was necessary to develop the content in a way that is consistent with the research questions, emphasising the research validity. The privacy of participants, as well as conditions of voluntary informed consent and the right to withdraw (BERA 2004) were all considered as part of the research design, and participants will also be offered full access to the results of the research. The design of the study allowed for the piloting of questionnaires, which has several functions, namely to increase the reliability, validity and practicability (Cohen et al, 2003). The piloting process also highlighted some areas such as ambiguity of questions (Kumar, 2005) and allowed for changes to be made prior to the questionnaire being distributed.

The layout of the questionnaire included a cover letter, in order to state the purpose of the research and the affiliation of the researcher, whilst also advising of anonymity. Gorard (2003, p93) states that 'making the questionnaire anonymous...can help create an atmosphere of trust and therefore lead perhaps to more truthful answers, thus increasing the reliability of the research.'

With regard to questioning techniques, a number of different techniques were chosen, whilst bearing in mind the research objectives and the relevance of the subject area. Some demographic questions were included at the beginning of the questionnaire, such as gender and length of service as they are easy to answer (Somekh and Lewin, 2007), whilst also useful in interpreting themes arising from the literature review).

Likert, or rating scales were also used to draw out attitudinal responses, whilst open-ended questions were also included. 'Open-ended questions are those that allow respondents to answer in their own words, they are not limited to the response they can give'. (Marshall 1997, p39). An advantage is that the information gathered 'is more likely to reflect the full richness and complexity of the views held by the respondent' (Denscombe, 2003, p156).

In designing the questionnaire, specific themes were to be explored in each section, as outlined in Table 3.1 below. Whilst these themes were developed in line with the overall research objectives, the sections were left untitled in the questionnaire, to avoid any possible bias in answers. A copy of the questionnaire can be found in Appendix B.

For self-completion questionnaires, length and ease of completion needed to be considered and 'it is helpful to indicate at the beginning or in a covering letter how long completion may take' (Somekh and Lewin, 2007, p220). The cover letter therefore advised an expected time for completion. By taking these measures, the reliability and validity of the research was addressed, whilst helping to elicit a satisfactory response rate.

Table 3.1 Questionnaire design - Question justification and application

Section 1 Theme - Contextual questions	
Question: Are you Male/Female?	Testing for: Gender
Question: How long have you taught in Higher Education?	Testing for: Length of Service/experience in Higher Education
How would you describe your own role?	Testing for: Profile and perceptions of job role
Question: Rank, in order, your preferred role	Testing for: Perception of job role
Section 2 Theme - Influence of Policy	
Question: (Rating scale) I am well informed about policy developments in Higher Education	Testing for: effective leadership framework
Question: (Rating Scale) Policy developments are relevant to my day to day teaching	Testing for: perceived influence of policy
Question: (Rating Scale) Teaching will be highly scrutinised in light of tuition fees	Testing for: perceived influence of policy
Question: (Rating Scale) I am well informed about strategy at UC	Testing for: effective leadership framework
Question: (Rating Scale) I am kept well informed about developments that may affect my role	Testing for: effective leadership framework
Question: Are you affiliated with the Higher Education Academy?	Testing: influence of policy in terms of Teaching and Learning professionalisation
Section 3 Leadership capacity and traits	

Question: (rating scale) I consider myself to be a leader of teaching and learning	Testing: perceptions of leadership
Question: (rating scale) I am responsible for the leadership of learning within the classroom	Testing: perceptions of leadership
Question: (rating scale) I continuously aim to improve my own classroom teaching	Testing: Evidence of Teacher leadership activity
Question: (rating scale) I act as a mentor to colleagues	Testing: Evidence of Teacher leadership activity
Question: (rating scale) I am a curriculum specialist	Testing: Evidence of Teacher leadership activity
Question: (rating scale) I have specific subject expertise	Testing: Evidence of Teacher leadership activity
Question: (rating scale) I influence other toward improved educational practice	Testing: Evidence of Teacher leadership activity
Question: Which of the following roles have you undertaken?	Testing: Evidence of Teacher leadership activity
Section 4 The Professional Learning Community and Leadership opportunities	
Question: (rating scale) I receive all the support I need to deliver effective teaching	Testing: Leadership of teaching and learning
Question: (rating scale) It is clear whom I should approach if I am finding any aspect of teaching challenging	Testing: Identifying Teacher leaders
Question: (rating scale) There is a strong teaching and learning community at UC	Testing: Perceived strength of Professional Learning Community
Question: (rating scale) I network outside of UC with regard to teaching and learning	Testing: Strength of networks in pedagogic areas

<i>Question: (rating scale) I am given the opportunity to lead on specific projects</i>	<i>Testing: Perception of leadership opportunities</i>
<i>Question: (rating scale) I would like to be given the opportunity to lead on specific projects</i>	<i>Testing: Perception of desire to take on leadership opportunities</i>
<i>Question: (rating scale) I would like to extend my role in order to improve college-wide teaching practice</i> <i>Question: (rating scale) I am happy to discuss leadership opportunities with my line-manager</i>	<i>Testing: perceived influence on wider community/extent of vision</i>
<i>Question: (Dichotomous) Have you, or would you consider a formal leadership role (either at UC, or elsewhere)</i>	<i>Testing: % wishing to progress to formal leadership positions</i>
<i>Question: If not, why not?</i>	<i>Testing: reluctant leadership/perceived barriers to Distributed Leadership</i>

Questionnaires typically have a low response rate, and this is subject to a number of factors, including the interest of the population in the topic, the layout and length of the questionnaire, and the quality of the letter explaining the purpose and relevance of the study (Kumar, 2005). These points were therefore considered and acted upon within the questionnaire design.

In addition to questionnaires, an opportunity sampling method was used to identify members of staff for semi-structured interview. 'Interviews provide the opportunity to cover a broader range of issues that would be possible via observation' (Hartas, 2010, p227). In addition, they provide for population triangulation, so further increasing the reliability of the research.

In preparing for the interview, questions were drafted in order to address the key themes, in particular those that have not been drawn out through the questionnaire. In particular the researcher will be keen to develop any perceived benefits of the distributed leadership approach, together with influential aspects of the Higher Education context, and evidence of teacher leadership in action. Questions were therefore developed with this in mind.

In conducting the interviews, some simple steps were taken in preparation and involved sending outline questions to the participants ahead of time, arranging a quiet room and confirming time and dates (and anticipated time for completion). Arrangements were also made with regard to recording the process for later transcribing and analysis.

3.3 Sampling strategy

As mentioned in the introduction, this research aimed to address some gaps in the empirical research, by gleaning information from a range of professionals within the case study organisation, both in formal leadership, and non-formal (i.e academic roles). The sampling strategy was therefore approached with this in mind, whilst aiming to achieve the overall objectives of the study. As Cohen et al (2003, p92) note, “The quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation, but also by the suitability of the sampling strategy that has been adopted”.

In deciding a sampling strategy, researchers may give consideration to two main methods of sampling; probability (also known as random sampling) or non-probability (also known as purposive sampling), (Cohen et al 2003). Appropriate to this research is purposive sampling where a sample can be built to satisfy the researcher's needs and there is a specific targeting of a particular group, primarily some colleagues in formal leadership roles, as well as academics in a non-formal leadership position within University College. 'In purposive sampling the researcher applies his/her experience and judgement to select cases which are representative.' (Briggs et al, 2012, p101).

Whilst the purposive sampling method does not pretend to represent the wider population, it is acknowledged nevertheless that the validity of the research may be compromised by the sample size. It was proposed to identify ten academic staff for interview, and five in formal roles, which would allow for cross comparison and identification of resulting themes.

It is acknowledged that a larger sample for interview would add to the validity of the results, but this was not possible within the scope of the study. Approximately two hundred questionnaires were distributed was thought sufficient to produce some useful data, given consideration for realistic response rates (Cohen et al, 2007). The response rate would need to be taken into account when analysing data; caution is to be advised as 'a lot of defective research results from attempting to extrapolate from tiny samples to grand theory' (Swetnam, 2000, p43).

When accessing the sample “researchers need to ensure not only that access is permitted, but is, in fact, practicable”. (Cohen et al, 2003, p99). In carrying out research, access may be denied not only because of issues such as sensitivity, but because of very practical reasons such as time constraints. In terms of sensitivity, it is suggested that interviewing prospective leaders is a very different prospect than interviewing established leaders who may have ‘learned to master their emotional vulnerabilities’ (Briggs et al, 2012, p198). It will be important therefore to bear in mind these contextual issues when analysing results from these interviews.

In addition to sensitivity, key ethical issues also needed to be considered including terms of voluntary informed consent and the right to withdraw. In particular “researchers engaged in case study research must consider the extent to which their own reflective research impinges on others, for example in the case of the dual role of teacher and researcher and the impact on colleagues” (BERA 2004, p6).

It was thought appropriate to distribute the questionnaire at the University College Staff conference, held in a dedicated venue a short distance from University College. The event is an annual conference designed to report on key research being undertaken by staff, and on issues affecting the institution, including learning and teaching. As such, all academic staff are offered the opportunity to attend, whilst allowing time for networking.

The time frame of the study coincides with the end of undergraduate teaching, and the completion of official duties of academics such as exam boards, and therefore attracts the majority of academic staff.

In terms of distribution, it was important that the desired sample was reached, whilst making the research practicable. The conference organiser (Head of the Research Department) was approached for consent to include the questionnaire in the conference delegate packs. The research was also highlighted in the opening address of the conference and delegates invited to complete the questionnaire. It is felt that this part aided the response rate of study.

Where response rates are concerned 'various follow up methods may improve matters but cause delays and could conceivably invalidate results by making a cross sectional study a longitudinal one, that is a study of the same population over time' (Swetnam, 2000, p60). A college-wide e-mail was sent inviting staff who had not yet done so to complete the questionnaire. However, it was acknowledged that there is the probability that some academics would not complete the questionnaire at all. (Kumar, 2005) suggests there is a self-selecting bias when an 'open' invitation is sent to a sample – it may be those that complete the questionnaire have particularly strong attitudes, attributes or motivation. This was considered when interpreting the data.

When considering sampling, overall, ‘what is important is that firstly, we should use the best sample we can within the resources and possibilities available’ (Briggs et al, 2012, p99). In addition, ‘where the best sample falls short of what might have been the ideal, then we should acknowledge this shortcoming,’ (ibid). Whilst it was therefore important to bear in mind that given the reasons outlined, the responses may not be completely representative of the study population, it was anticipated that there would be a sufficient amount of data with which to work. The subsequent process of data collection and analysis will now be explored.

3.4 Data collection and analysis

Data analysis, in short involves “organising, accounting for, and explaining the data....noting patterns, themes categories and regularities”. (Cohen et al, 2003, p147). In this case, the data collected may be considered as categorical, as opposed to quantifiable (Saunders 2007) – that is we are not measuring data numerically, but classifying data into sets/subject areas that address the research question.

(Briggs, et al, 2012, p341) acknowledge that ‘the collection and analysis of quantitative data could be central to your research or it may be intended to complement other, qualitative methods’. Additionally ‘some audiences particularly value the apparent objectivity of numerical information, while with others you may be more successful in conveying ideas through qualitative data, such as choice quotations from your participants’ (ibid, p342). For this particular research, the qualitative data

from interviews and documentary analysis formed the main data, whilst quantitative data from questionnaires helped in developing themes in the research findings. As Hayes (2006, p3) notes in characterising the case study approach, 'data are qualitative rather than quantitative. This does not mean that numbers are unimportant but that they are relatively insignificant'. Whilst not considered entirely *insignificant*, quantitative data was considered secondary to qualitative data in light of the interpretive approach to this particular thesis.

Data reduction (Miles and Huberman 1994) is a key stage of analysis in that it allows us to select, collate and summarise information, which may well emerge as patterns that reflect the literature. Frequency distribution (Somekh and Lewin, 2007) can be used to describe the frequency of categories, and interpreting the data and giving it meaning will draw conclusions. In presenting and reporting the data, some data display in terms of pictorial means may aid conceptual interpretation (ibid). Similarly, 'Descriptive methods can also be used to explore the data and to confirm that it is worth continuing with further data analysis' (Somekh and Lewin, 2007, p225). A more statistical approach and coding of data helped interpret the results to a greater effect, drawing upon advanced research methods recently studied, and subsequent use of computer-based tools such as Minitab software. Whilst SPSS had been used in the Advanced Research Methods modules, Minitab was deemed suitable for this particular research as it was able to perform the same functions as SPSS whilst being more accessible to the author.

In drawing upon the data set for some initial results, it was thought useful to generate some descriptive statistics to present as preliminary findings.

As Briggs et al, (2012) suggest:

Before tackling the relationship between variables, it is always a good idea to start by looking at individual variables, and generating some descriptive statistics.....Descriptive information such as the gender of our respondents or their age is useful in providing us with important statistics that may help us to answer our research questions of provide vignettes about our participants. When looking at one variable at a time, the term we use is univariate analysis.

Briggs et al (2012, p345)

In terms of the questionnaire, some application of these principles, and the resulting pictorial displays for quantitative data are applied below in Table 3.2.

In studying the graphic displays, results regarding normal distribution were considered. In subsequently undertaking the Anderson Darling test and looking for a 'P value greater than 0.05' (i.e normal distribution) some initial findings were able to be either strengthened or dismissed.

Table 3.2. Applied presentation of quantitative data

Individual variables		descriptive statistics
Question	Description	Presentation suggestions
Q1. Male/female	Grouped categories (nominal)	Bar chart
Q2. Length of service	Frequency	Histogram (distribution curve) Mean, mode, median
Q3. Role	Grouped categories (nominal)	Bar chart
Q3a Role preference	Frequency of role vs rank	Histogram
Q4 a, b, c, d and e	Likert /frequency distribution	Histogram for each
Q5 HEA	Grouped categories	Bar chart
Q 6, 1-6	Likert/frequency distribution	Histograms
Q7		Cross tab
Q8 1-4	Likert/frequency distribution	Histogram
Q9	Likert/frequency distribution	Histogram
Q10	Grouped categories	Bar chart
Q10 a-e	Grouped categories	Bar chart

Whilst not pretending that these are causal relationships it was interesting to see if there is a correlation between certain variables that would allow some hypothesis regarding outcomes. These themes will be outlined in the findings and analysis section of the resulting thesis.

Analysis of interviews and qualitative data

In using an interpretative approach, 'the aim is to emerge with the meanings that are being constructed by the participants (*including you*) in the situation' (Thomas, 2011, p198, italics added).

The essence of interpretative enquiry is that 'you let the ideas (the theory) emerge from your immersion in a situation rather than going in with fixed ideas about what is happening' (Thomas, 2011, p202). In this respect, in collating the data from interviews, some initial constructs (Thomas, 2011) were identified, and then these used to construct a table of responses. The constant comparative method (ibid) was used in this respect to further refine and theme the findings of the study. An example of these constructs in relation to interview transcripts is shown in Appendix C.

Having outlined the key data-collection tools proposed for the thesis, it is thought useful at this stage to reflect on possible limitations of the research design.

3.5 Research limitations

By using different questioning techniques within the design of the questionnaire, both quantitative and qualitative were gathered. In addition, interviews will add qualitative data, which helps underpin the argument for triangulation. Triangulation may be defined as 'the use of two or more methods of data collection in the study of some aspect of human behaviour. It is a technique of research to which many subscribe, but which only a minority use in practice' (Cohen et al, 2003, p112). Data for this study, as we have seen, will be collected using questionnaires and interviews within a case study. Further methods such as observations may well added further validity to the search. As discussed

earlier in the chapter it will be necessary therefore, not to draw generalisable conclusions (Wallace & Poulson, 2003).

In designing the questionnaire, 'the researcher should ensure that the data will be relevant and sufficient to answer the research questions as it is difficult to collect additional data after the questionnaires have been returned' (Somekh and Lewin, 2007, p219). Whilst a questionnaire may be appropriately structured and produce data that addresses the research questions, further questions may always add to the research. This emphasises the need for careful considerations in questionnaire design and the need to keep the overall research question in mind.

The author also recognises that in case study research there is the criticism that sample sizes can be small. It is also recognised that additional interviews or observations may add to the research data (Cohen et al, 2003). Nevertheless, the interviews collected, together with questionnaire responses and documentary analysis were representative of the case study approach, in which 'studies tend to focus on single cases' (Hayes, 2006, p4) and in which no generalisations are claimed.

Chapter summary

This chapter has highlighted that research methods form one part of an overall design frame (Gorard, 2010). Research methods may include a number of different tools that aim to collect data (Thomas, 2009) which in turn should address the overall research question. Proposed research

methods have been presented, justified and analysed given the authors own subject area, and key issues such as orientation, research approach, sampling and data analysis have been considered within the framework of a case study approach. The validity and reliability of the research has been addressed throughout whilst key ethical issues have also been considered. The findings of the study and subsequent analysis will now be presented in the following chapter.

Chapter 4.0 Findings and Discussion

The findings presented in this chapter seek to specifically address the following research questions;

3. To what extent might Teacher Leadership theory may be applicable within a Higher Education setting?
4. How might Higher Education Policy around Teaching and Learning influence a Distributed approach within a specific case study setting in Higher Education?
5. How is Distributed Leadership evidenced within Teaching and Learning Practice within the case study setting?
6. What specific measures may enhance how teaching and learning is lead within a specific educational institution?

4.1 Data from semi-structured interviews

In total, sixteen semi-structured interviews were carried out, with both academic staff and those in formal leadership positions. Interviews lasted approximately 45 minutes to 1 hour in length, each interview being recorded and subsequently transcribed personally by the author. Example transcripts can be seen in Appendices D and E.

4.2 Interviews with Academic Staff

Ten semi-structured interviews were carried out with academic staff, whose profile is shown below in Table 4.1. These are the findings from those interviews.

Table 4.1 Profile and length of service

<i>Interviewee Number</i>	<i>Job Title</i>	<i>Gender</i>	<i>Length of Service (at UC)</i>
1	Lecturer	Female	22 years
2	Senior Lecturer	Female	22 years
3	Senior Curriculum Leader	Female	23 years
4	Lecturer	Female	13 years
5	Lecturer	Female	3 years
6	Lecturer	Male	12 years
7	Lecturer	Female	4 years
8	Lecturer	Male	8 years
9	Lecturer	Female	Less than 1 year
10	Senior Lecturer	Female	13 years

Awareness of Government Policy

Out of the ten interviewees, three staff (respondents 1, 5 and 9) said they were unaware of government policy in relation to teaching and learning. One further respondent (No. 3) claimed that whilst she was unaware of specific Government policy, she must be responding to it indirectly, through directives from management. She also added:

When I was on AMT I had little to contribute other than the odd whinge, but at least I knew what was happening in terms of policy, and its influence.

When further questioned as to if she was well informed in terms of national initiatives such as the National Student Survey and KIS data, the answer was no. In citing the advantages of be informed, she suggested:

well, it gives a more rounded view. The student survey is mentioned in the equal ops for example, and from the International Office. I have to go out of my way to find it, rather than being informed about it....I think there could be a lot more direct communication with staff....

For other interviewees, awareness of policy influence manifested itself in different ways. One respondent (No. 7) said:

I'm aware of the National Student Survey because my line manager comes in and panics about it! I know whilst I'm supposed to improve on the figures I'm not given the right information. Here it is not a proactive approach but a reactive approach...if someone would sit and explain it, then I could look at making those improvements.....

Others respondents also cited the National Student Survey as recognition of policy influence. One respondent (No. 6) suggested it was 'an absolute load of rubbish' whilst another (No. 8) recognised that in the survey, their course 'rates very highly as a course in the UK'.

Additionally, they stated:

If we rate highly, we'll get students applying here. I would be very surprised in our school if anyone wasn't aware there was a student survey and actually that it was quite important.

In terms of how the survey might reflect on their role, one respondent (no. 4) stated:

As a final year manager, I get involved with the National Student Survey, picking up on trends and identifying possible reasons.... In terms of affecting day to day teaching, I mean I've spent quite a bit of time with students asking them what they think of my module anyway, so it's not a surprise when they say they want to be engaged, have interesting lectures etc. that's part of what I do, as I'm always trying to make it better.

A further respondent (No. 7) cited the Browne review (2010) and her knowledge of issues around sustainability, equality, widening participation and competitiveness, suggesting that this information was used in developing programmes within her area. Another (No. 9) said she has 'just flicked through' the recent white paper (DBIS, 2011) and that:

it's about meeting their expectations, but also the expectations of employers as well, but also how you can shape the curriculum around them, in terms of shaping their future experience. I think we have greater communication toward the end of the process if I'm honest – the results.

For academic staff, it would appear that there is inconsistency in terms of how knowledge around policy is communicated and understood. In particular, knowledge around how policy might manifest itself in terms of teaching quality and its measurement is not clear. In knowing how teaching and learning is being 'benchmarked' academic staff may have a more effective framework in which to undertake leadership activity that is more closely aligned with the overall teaching and learning strategy, whilst being reflective of a distributed approach.

Communication of the college Vision and Mission

Six out of ten respondents thought that the college vision and mission statements were not well communicated. Out of these, one (No. 10) suggested that it was 'difficult to find the information' and another (No. 5) suggested:

I only know that vision and mission statement of this organisation as I make students go and read it as part of their live event...I think it should be used more on marketing material...it should be as a strap line as you come in the building.

Another respondent (No. 10), whilst purporting that the vision and mission was not well communicated, added:

I think the way UC operates does reflect the mission and vision statement. We are very supportive to our students. If there is anybody that needs any extra support to achieve their degree, then the support is there, so we do operate what we say in our mission.

Two members of staff talked of the implicit nature of the vision and mission, one (No. 10) suggesting 'it's there if people want to go and read it'. However, when questioned how better communication of the vision may benefit staff, one respondent (No. 8) said:

I think it helps in terms of providing Strategic Direction....also motivation for staff as well. It's really important considering it's outlining our commitment, the goals we're supposed to be working toward. The fact that the strategic vision is 5 years old....saying we're hoping to enhance the teaching and learning policy, but actually what is it?! Meetings, newsletters, just more staff updates really....

These comments in part reflect the need for effective communication around overall strategy, so often purported to be an essential element of

effective leadership (Bryman, 2007). Whilst a distributed approach suggests that leadership may be grounded in activity rather than role (Harris, 2008) it is thought that this activity will still need some practical facilitation and 'creation of conditions where it might thrive' (Harris, 2008, p183).

The Teaching and Learning Strategy

Four out of the ten respondents in interview were unaware that UC had a Teaching and Learning Strategy. These were interviewees' number 1, 7, 9 and 10. For those that were aware of the strategy, one (No. 2) had recently read it as they had joined the Teaching and Learning Group. Another (No. 1) suggested that whilst they had read it they didn't fully understand it. Two staff, whilst being aware of the strategy, thought that it was not well communicated. When asked if they thought it might be considered as required reading for staff, it was suggested:

maybe a potted version...strategy for dummies! Something that would come around, just an e-mail, saying there you go, here's...for new staff....here's the teaching and learning strategy or those of you who have been here a long time...here are the highlights and changes, ...how it may be beneficial for you...

Another respondent (No. 2), when asked if they would like an update, said:

Yes, just key points in an e-mail. If you don't read it, it's up to you.

For those unaware of the strategy, when questioned as to if they would like this communicated, responded:

Yes, absolutely, particularly as that's the business we're all in! I felt quite ashamed and embarrassed actually that I didn't know it. I'm really glad of this opportunity, I've learned lots.

(No. 7)

Another suggested that whilst she was aware of a 'committee' she did not know about the UCB strategy and yes, it would 'definitely' be useful to see (No. 5).

Continuing Professional Development

The interview results indicated that staff are undertaking a variety of tasks and activities that support their continuing professional development. These are often cited as subject specific activities that are seen to enrich the curriculum. For example, one staff member teaching on Events Management programmes has recently attended symposiums on the Notting Hill carnival and another on Festivals, which she thought 'would be really good for the curriculum'. In addition she had completed an 'Executive Certificate in Events Management' as well as attending the Association for Events Management Education conference (AEME). It was suggested that networking in this way helps develop links and develop the programme.

Undertaking further professional qualifications was also cited in terms of development. One staff member (No. 8) expressed that opportunities for continuing professional development in teaching and learning were 'quite good' but explained that these opportunities needed to be weighed up against the practicalities of travel and his existing workload. He said:

I've found an EdD. The problem is time. I mean I've got 18 hours on my timetable, dissertations... so it's difficult. I've discovered another EdD and I only have to go 3 times a year, and for me, that's great. ..you know what it's like. It becomes that time is important. This other institution was every other week. There's a conference in Sweden in 2014 that's all about the teaching of young people from kindergarten to PhD. It's going to be really beneficial for college because I will be able to feed that back.

In terms of exploring similar opportunities, professional development was initiated by staff with different outcomes. One staff member (No. 7) expressed that she was able to apply to study professional qualifications but that 'it's very much down to the individual to source those opportunities'. She said:

I topped up my PGCert Learning and Teaching in Vocational subjects to Masters level, but I had to justify the relevance and value to the business. It's quite important in terms of membership of Associations, so for HEA, or the IFL, so that's incredibly important in terms of work status, but isn't very easy to maintain in terms of workload, or timetabling.

Other staff reported perceived barriers in trying to take on additional development. One staff member (No. 5) reported that:

In this institution, everything I have achieved has been down to me putting myself forward constantly, and I keep getting pushed back. This isn't Senior Management, I could walk into x's office today with a project and I know I would get backed as long as it was viable for the college obviously. But direct line management, I'm continually told no.

Another staff member (No. 9) also expressed some frustration:

I think to be honest, I've suffered a little bit because my predecessor left after a year. It might be a case of not investing too much in the probation period. I am doing a PG Cert.

Conversely, one staff member (No. 2) suggested that she'd been given lots of opportunities and suggested she had 'always been supported'.

She did add, however, that:

Here they pay for it all, but you are not given the time. So, supportive then, yes, financially, but it is a personal burden because we have no support when it comes to time on the timetable.

Responsibility for the Leadership of teaching and learning at UC

In citing who had responsibility for the leadership of learning and teaching, several staff initially indicated that they think this lies with Senior Management. One suggested (No. 8) that 'ultimately, I guess it's the management team' whereas others initially cited the 'Principalship', 'AMT' and the 'Vice-Principal'. One staff member (no. 6) commented:

I think it has to come from above. I think that's then cascaded down through each school and then subsequently each team's academic staff. I think that everyone share the same mission, vision and, ultimately, we're all responsible.

Similar comments reflected the perceived role of Senior Management:

Ultimately I guess it's the management team. I know there is an AMT, so I guess that's where a lot of the decisions are fed through. Do I see staff having a leadership role? I think more so than before, now I feel I have more to contribute.

(No. 2)

The manifestation of the Senior Roles was reported as follows by one staff member (No. 8):

Certainly the Vice-Principal of Academic Affairs it there to provide leadership, certainly it was said that his was the decision to

remove team teaching at Undergraduate level, which was a fundamental change to our teaching and learning. I wouldn't argue that that was a positive thing. Our newer Vice-Principal must be the person responsible for producing documents such as Learning Teaching and Assessment. Do we get leadership from on high...I'm not convinced.

The role of lecturers and colleagues in leadership was expressed by several respondents. One staff member (No. 1) suggested that she thinks lecturers are responsible for leading learning, and this was also expressed by another staff member (No. 6) as follows:

Yes, I look to colleagues for leadership. Definitely. I think because of the nature of the programme and the diverse nature of events – we've all got different experiences, so you can tap into different people's knowledge, you know, if they've worked in a particular sector, or on particular types of events.

Questioning leadership in the classroom, it was suggested that if you are in a formal lecture, then 'yes, you are definitely leading.' However, some staff suggested that in certain instances the activity is 'facilitating' rather than leading. One colleague (No. 2) also suggested that whilst she didn't see herself or colleagues as a leader, she did value interaction with other people, in that 'they can moderate my ideas and give me feedback'.

Other staff were more contemplative in their answers. When asked who is responsible for the leadership of teaching and learning at UC, one lecturer (No. 6) replied:

That's a good one. That's a really good question. I would like to say, in reality, I would say it was the Deans. How I would like it to be is lecturers. I would like it to be bottom up. Because, you know, you've got students in front of you, whereas top down, they don't.

Another staff member (No. 8) questioned the role of the Deans in this regard.

Do we get leadership from the Dean? Well, I've had a good relationship with the Dean of School. Do I get leadership...no. I do what the hell I like with my modules...you could argue within the system, in terms of teaching and learning, there has been devolved power in terms of module leaders...to actually create stuff that is appropriate. I think that's healthy. If you employ experienced people to run your teaching, the worst thing in the world is to keep interfering and telling them what to do.

Another staff member (No. 5) suggested that whilst the Principalship had ultimate responsibility for leadership, there were 'barriers somewhere down the line'. In addition, she said:

I think things do get fed down but then there's a barrier where then things don't get passed down to staff, so people blame SM. I'd like the barriers to stop. A quick ½ hour, this is what's happening. You could even have a secret box with comments and questions that you want to ask, improvements you want to make.

Leadership capacity and traits

In identifying what activities and traits may identify a teaching colleague or themselves as leaders, staff cited extensive examples. One staff member, (No. 3) identified that staffing, designing, delivery and monitoring programmes was a key trait, as she had 30 staff reporting to

her at any one time. She also represented the International students on the Equal Opportunities committee and had developed placement skills programmes for students on an MSc programme, most of whom are International Students. In looking for leadership among colleagues, one staff member (No. 5) suggested:

There are certain ones I go to for advice and watch. There are some people who have been really helpful and when I've had issues.....they've been here a long time, they're experienced, they don't panic....

In further enquiring as to what identifies them as a leader, she replied:

Someone who's open, non-judgmental, not patronising, and are open to the wider picture. I think it was bad that (the Deputy Principal) was not introduced properly I don't know what she does, how she could help me.

One staff member (No. 2) indicated that she liked to sit in on people's classes, indicating that staff may also give suggestions as to new delivery methods. With regard to her new role, (she had recently been promoted to a Senior Lecturer position) she commented:

I'm not sure what it really involves to be honest. I think a lot of those things I'm doing were on that list (job description). I get a lot of new staff teaching my module who know little or nothing about research skills, so I have to train them, and write all the teaching materials.Mentoring new staff. Leadership is about sharing learning examples, experiences...show and tell. It will be interesting to see how that role develops.

Other areas relating to leadership of learning were suggested. One staff member (No. 6) suggested that knowledge transfer is really important and disseminating information to the team. She also suggested that consultancy projects had been undertaken, but that this was an area that

needed developing. Another staff member (No. 5) had initiated and written several short courses that she wanted to promote, saying she enjoyed the writing and development.

Other staff mentioned the student perspective when considering their own leadership focus, one (No. 4) suggesting that leadership is:

looking at what the key issues that students will be looking for in our programmes, so enhancing it and making it more attractive and that we're competitive in the marketplace. I get involved with the National Student survey, picking up on trends. We do a presentation to the final year students about the NSS survey itself as some students were getting a bit confused about the questions! Joining the T & L Group to look at creativity in assessment. Feeding back to the team. Mentoring informally, but I have also been a formal mentor.

In terms of feeding into the curriculum, it was also suggested that a leader of teaching and learning would have experience and knowledge, and also be available to give support. In terms of gaining knowledge, two staff members (Nos 4 and 8) cited their roles as external examiners as leadership activities, in addition to being members of industry bodies and associations. One staff member said of external examining, 'I have tried, about 4 or 5 (institutions) but it's catch 22. If you haven't done it before, they don't want you.'

In terms of leadership traits, one staff member (No. 6) observed that:

I think a leader also needs to be committed, approachable, and be able to make a decision, somebody who will give direction and make the necessary decisions as and when required

When asked if the decision making was an important element, this was replied in the affirmative.

When a staff member was asked if he looked to colleagues for leadership, he replied:

Yes I do. Yes, actually, absolutely. Some colleagues have a natural leadership aura about them, they have a confidence about them. ...and also they have an openness. You can go...I I don't know what to do...You know, and they'll go...what about? I think experience has a lot to do with it. It's really interesting because I go to people who I think can do it. Vary rarely will I go to management....It's those doing Higher Education. I think a telling thing about a leaders is honesty. Actually nothing shows greater leadership than, sorry I don't know, but I'll find out. I think that's really proper leadership.

(No. 6)

A further two staff members cited experience as a leadership trait, in addition to familiarity, not only with their subject, but also with industry working practices, and also processes. Further dimensions were cited, one colleague (No. 7) suggesting that:

The mentoring process is extremely important....having that support was invaluable and now, in turn, I have started to mentor. Experience within the organisation. Professionalism is another quality. They might be engaging with CPD. So, writing papers, getting themselves published, perhaps they've received a promotion within the organisation.

With regard to how leadership traits were evident, other responses included;

- Someone who takes the initiative...I think a lot of colleagues don't take the initiative
- For me, it's someone who makes me go 'WOW'.
- A leader is someone who inspires you to do good work.
- The way you carry yourself....so good leadership is inspirational.
- People who are not flustered.
- The ones who give good lectures that I've seen
- Someone you can trust.

One colleague, (No. 2) recently promoted to a Senior Lecturer, when asked about her own leadership traits, commented:

Professionally we all need to keep up to date with practice, ...be open to practice and change. I think we used to talk a lot more about it but since we took team teaching away...we don't meet together as teams and share it. Which is a shame. I think it's a mixture of expertise and also keeping abreast of current knowledge. My line manager was impressed with the level of learning that went on the lectures. I differentiated to different students and even before the SL role came up, she said, would I be a role model. I've also taken an active interest in research, I'm one of these curious people who ask questions. I've done a lot of work with transition, improving attention and achievement and also student surveys. They're not looking for people who are academically able in their field of research, they're looking for people who make a difference to the student experience.

The Professional Learning Community and Networking

In terms of networking opportunities, two staff (No.s 1 and 8) cited their roles as external examiners as an important way of networking. This was also seen as a way to assess what other institutions are doing, with particular emphasis on teaching and learning and quality assurance.

Two staff (No. 2 and 7) indicated that the networking they did related to industry networking, and subject specialism, rather than teaching and learning.

One respondent (no. 5) said:

Networking outside of UC in terms of teaching and learning – no, I don't get the chance. I volunteered to go and present at a student conference, wrote my paper, delivered it. Nobody was interested, nobody offered support. I'd only been here a year. I networked in trying to choose my Masters, so that's networking

Another staff member (No. 2) suggested that there were 'No opportunities at the moment in terms of networking outside of UC for T & L' but that she keeps industry contacts.

Other staff had initiated networking outside of UC and one (No. 6) commented:

I have quite good opportunities (to network) but they are ones I have created myself. I'm on LinkedIn. I'm also part of thematic networking group which is great. It's international. The part I'm part of is UK based, but the whole thing is funded by the European Council. They have 3 meetings a year, plus study trips abroad. When I went abroad it was fabulous I learnt so much about the way the Dutch look at Education and because it was international there were some French people, there, one from Germany, Hungary.....and it was a great networking thing and also you get a fantastic learning of not so much how they teach, but their philosophy of education. I like going to conferences because I like to meet up with people...I really enjoy it, you get to see really interesting speakers. If I can turn any research that I've done, into conferences, it makes it so rewarding, and also worthwhile.

With regards to the opportunities to network within UC, staff had differing opinions. One staff (No. 2) member spoke of opportunities to network within UC, and specifically as part of the Teaching and Learning Group, saying that she felt the groups were providing 'not so much leadership, but inspiration, shared knowledge'. One colleague (No. 6) suggested that ideas are often shared just by 'talking or chatting', whilst another (No. 1) commented:

I wouldn't say networking is explicitly encouraged, but it is good practice.

Another member of staff (No. 3), when asked if networking opportunities exist within UC, said,

No, aside from the college conference which is internal. Time and workload prevent it.

Leadership opportunities and formal progression

In terms of identifying if staff had considered applying for a formal leadership role, the initial findings are displayed in Table 4.2 below.

Table 4.2 Findings regarding application for a formal leadership role

	Considered?	Did apply?	Successful?	
1	Yes	No	n/a	
2	Yes	Yes	Yes, SL	But wouldn't have applied for Asst. Dean
3	Yes	Yes	Yes, SCL	
4	Yes	Yes	No	Had applied for SCL, also had considered AD
5	Yes	Yes	No	For long term planning/showing interest
6	Yes	Yes	No	Had applied for SCL
7	No	n/a	n/a	
8	Yes	Yes	No	Had applied for SCL
9	No	n/a	n/a	Not experienced
10	Yes	Yes	Yes	SL.

The topic of progression to a formal leadership drew out varying responses from the interviewees. One (No. 8) commented:

I honestly believe that Assistant Dean is one of the worst jobs in the world. I look at my manager...and I couldn't do that. I think there's too much admin involved. I think they spend their time as glorified admin clerks.

When considering her recent promotion to Senior Lecturer, one respondent (no. 10) noted:

When I look at Senior Management, they look stressed. It doesn't look like a happy job. You're taken away from the students, and I do like the students. So having something in between is quite nice, although again, we'll see how it goes.

When asked about the consideration of applying for formal leadership, one respondent (No. 2) commented that she had considered applying for an Assistant Dean position, but that she wouldn't want to apply for anything she didn't think she would be really good at. She commented that she sees the Assistant Dean role as more of a management role, and in terms of her current position, a Senior Lecturer, she will have 'the opportunity to influence things' where she can see that things will be improved.'

One respondent (No. 8) who had recently applied for a Senior Curriculum Leader noted of his own experience:

I look to my Dean and Assistant Dean (for leadership). Academically I have a lot of time for them. They are both very intelligent and knowledgeable of their subject. I had a mentor. I think I learnt more from my colleagues about the Year Manager role than teaching or learning. It was a really interesting the procedure to go for SL. I took it as a big slap in the face to be honest. They made a decision to appoint no one (in the school). So clearly to me, no one's interested in my leadership at a wider level, which was very disappointing.

Other staff expressed how their leadership might be encouraged within their role. One (No. 4) expressed that being a module leader allowed

them to modify content and delivery, whilst 'certainly leading student groups and mentoring them' through projects was seen as a form of leadership. One colleague (No. 6) suggested that leadership was taking the initiative, pushing boundaries and 'doing something different'. In terms of terms of progression in role, it was noted that:

Scholarly activity would help me progress in terms of a formal role. I lack confidence and experience.

When asked as to what form leadership development might take – project based or formal training, one colleague (No. 8) replied:

A bit of both really. I think it would be necessary to take a formal course in that area. I feel at a definite crossroads in my career and I'm unsure which path to take..... I'd love to become a better professional academic. How you do that under the current constraints.....it's something definitely with all the things that we've talked about there is a greater need for focus on teaching.

Leadership opportunities were described in both a positive and negative light. One staff member (No. 4) expressed that her personal leadership is encouraged in terms of teaching and learning and that discussing leadership opportunities with her line manager was an open process. Similarly, a staff member (No. 2) expressed that her Dean was 'always encouraging' and that in undertaking leadership activity, this enabled personal development, interest and knowledge transfer that she could pass on to other people.

However, one member (No. 5) suggests that she has asked to lead on projects, but continually 'gets left out'. In applying for a formal leadership role, she felt that she was showing 'initiative' and also using the process as part of her long term planning. She also said:

My problem is I've never worked anywhere that's so comfortable. I could easily stay here another 10-15 years. They're very supportive. I'm quite an ambitious person. I do have career ambitions. Personnel have given me a list of what I need to do to progress up the academic scale so I'm going through that. Basically I have to take leadership.

Another (No. 6) suggested that:

Personal leadership is not encouraged. It's maybe just a feeling. Not discussed at appraisal. I was hoping for example, for the SL thing, but then I don't think the way it was presented lent itself to people applying. It wasn't well explained. I like things well explained. If it was something about being a SL in creativity, then I'd jump at it, if it means doing more paperwork then, no thank you.

Other motivations for applying for formal leadership were explored. One staff member (No. 6) suggested that cynically, his motivation for applying was 'for money', but then went on to explain that, it was:

Ultimately so that I could make change, and get my ideas heard.

When asked if progression might take him away from teaching, he replied:

Well that's a really good point actually, because one of the things I would not like to do is give up teaching completely. For me that would be disastrous. I would go mad. The thing about being an Assistant Dean would mean that I have input on the AMT, therefore it would be a slow process, but I could possibly get things changed, it's the influence really.

Another (No. 4) suggested that:

I definitely want to progress. I don't want to sit still. The AD role would stretch me to do something different.

Perceived Benefits and Challenges of the Distributed Approach

In identifying further benefits that might extend from undertaking perceived leadership activity, a range of suggestions were given. One colleague (No. 8) said that:

Obviously networking helps us develop links and helps develop the programme as well. We can incorporate industry representatives in the assessments themselves. And in fact, it's a real thing for module evaluation – guest speakers are always well liked. It enriches the programme and gives possible work experience. External people would also be involved in validating programmes. The residential trips are really good enrichment programmes and they are really informative.

Other benefits cited included 'learning from each other's experiences, and addressing problems' and also updating and making sure the offering is reflective of 'exactly what's happening in the real world.' A couple of staff members (no.s 1 and 8) mentioned that networking enabled them to update the curriculum, but also that it this was a way of benchmarking other institutions and 'seeing what they were up to.'

Curriculum developments were mentioned by several staff, and specifically mentioned were the development of programmes, both at undergraduate and postgraduate level, in addition to the development of professional accreditation which was seen to be addressing the widening participation agenda.

Whilst one staff member (No. 8) recognised the benefits that taking the initiative and networking may bring, he questioned the benefit of his work to the institution. In terms of any output from his work, he noted:

Hand on heart, does that get utilised by UC, I would have to say no. I have a lot of respect for my managers, but occasionally they do have problems delegating, and occasionally they are less likely to accept other ideas. They are both incredibly stubborn...when (a programme) was re-validated, I didn't have any input.

In addition, in respect of decision making and influence, it was noted:

I would say that all the key decisions are made by the Dean of School, because he thinks he's right. And he's right a lot of the time, but not all the time. Hand on heart, a direct change to our programmes as a direct result of my external work, I cannot give you an example.

This section, which has presented findings from interviews with academic staff, in part, illustrates elements of a Distributed approach put forward in the literature review. In particular, staff being encouraged to exercise leadership and discussing leadership opportunities is reflective of the opportunistic distribution concept put forward as part of a Distributed Leadership framework (MacBeath et al, 2004). Staff taking the initiative in terms of teaching and learning and seeking to make improvements in the classroom also reflects the 'brokering' dimension of the teacher leadership frameworks put forward by Harris (2003). Additionally, leadership activity, whilst not being confined to role or position (Thorpe 2011) is seemingly illustrated through consultancy, knowledge transfer and external activities.

4.3 Interviews with Staff in Formal Leadership roles

Six semi-structured interviews were carried out using the schedule highlighted within the Methodology chapter (a copy of the schedule is in Appendix F). These are the preliminary findings from the interviews with staff in formal leadership roles.

Table 4.3 Profile and length of service

	<i>Job Title</i>	<i>Gender</i>	<i>Length of Service (at UC)</i>
1	Deputy Vice-Chancellor Academic Affairs	Male	23 years
2	Assistant Principal for Performance and Partnerships	Female	9 months
3	Dean	Male	25 years
4	Dean	Male	7 years
5	Dean	Female	14 years
6	Assistant Dean	Male	16 years

Influence of Policy

When asked about the influence of current government policy on teaching and learning, formal leaders gave expansive answers. For some, the resulting focus of policy in Higher Education manifested itself in the National Student Survey, whereas for others, their responsibility for provision across both FE and HE meant that they cited a wider range of examples. One respondent (No. 2) suggested:

We have some of the SS, (student survey), we have a lot around the standards of teaching and learning, and although I think for HE, the Higher Education Academy is trying to influence, I don't think they've had a huge impact. I think the new code and the chapter is an attempt to influence more, but I have to say that unless some of the Russell Group Universities really take that on

board, some of the impact of the policy, I'm not sure what some of the impacts will be...

When probed as to why perhaps teaching and learning has not been at the forefront of most universities, it was suggested that:

I think because a lot of them are powerful, or those that are assumed to be powerful are research led... I think the NSS is perhaps an attempt to come back round to student's views, and you know, the teaching and learning questions in there are a significant stepchangeI think they've kept away from what they say is good teaching...

(No. 2)

The impact of student fees and their implication in the student as consumer argument was also considered prominent:

If you look at it from a national perspective of things like the impact of fees, then in the formal leadership roles, there is more of an emphasis on chasing the money, chasing the student numbers. There is very much sort of a business approach to resource management..... is a particular programme going to be cost effective, have there been, has there been, appropriate allocation of resources for that programme.....a recent post that has been advertised at a Senior level placed very little emphasis on academic leadership, but was very much placing the emphasis on resource management.

(No 6)

In addition, the very pragmatic issue of how the National Student Survey may affect the very existence of courses was also mooted;

If we look at things such as key metrics as a way of looking at if a programme is successful, KIS data, National Student Survey, these are also going to shape which programmes continue, which ones don't.

(No. 6)

The aspect of competition within the sector was relayed by several interviewees. One (No. 1) suggested that:

Well, there has been a raising of importance of teaching and learning by the co-alition government, and spotlight is definitely on teaching and learning. There is emphasis on marketization, the NSS, on KIS, the proportion of teaching and learning that takes place. Staff/student ratios and information give out to students. Previously we were not measured.

Similarly it was noted in terms of policy influence:

well, there's the introduction of fees, you know, almost becoming a market for our customers, students satisfaction clearly high on the agenda. I feel the whole gathering of things like the KIS data is pushing us to consider alternatives in order to appeal to the customer. I've some concerns with that...concerning Higher Education...you know.. 'What is HE?' there's a real concern. But to produce that data...I'm not sure how much students or parents will understand that data, but they will look at the headlines, and base decisions based on that....

(No. 6)

Several formal leaders indicated their awareness of the 'student as consumer' notion and this was relayed in varying contexts:

One argument could well be if fees were going up to 7,8, 9 thousand pounds, ultimately does the market not decide what's worth attending? But QAA is increasingly championing itself as protecting the student interest... on the cynical side, is this because QAA are reinventing themselves to make themselves relevant. But it has increasingly given rise to the student as not just a student of learning, but as a consumer...I think it's part of the changes they have introduced to the Quality Code for higher Education and the emphasis that is being placed on the student experience.

(No. 6)

On the other hand, it was suggested that:

there has been a significant change in expectations, and particularly around student engagement. A lot of it now is on the ownership of the student to learn and engage rather than be spoon fed. Co-production is the terminology. I really like co-production. That's one of the statements that they make

(No. 2)

One interviewee (No. 5) clearly acknowledged that she had a responsibility to be aware of policy in her role. When asked about current drivers in terms of teaching and learning she said:

I think there's a huge amount, actually if I'm honest. Umm I think, through Ofsted, through the work we do with schools and nurseries, and the regulations that Ofsted are responsible for, which then captures the Government initiatives around for example, our PGCE programme which might focus on systematic, synthetic phonics, teaching and reading, which we have had to adapt a programme specifically to address those key drivers.... Obviously the changes to the QAA requirements and the observation of teaching and learning. Ummm.... interesting for me having a foot in both FE and HE in the school. It appeals to me that Higher Education is now coming under the spotlight the FE and schools have been under for years.

The influence of FE provision at UC was picked up by several interviewees. In terms of the FE influence around teaching and learning, it was noted:

the FE influence... I think it has helped yes. We've evolved our systems over really what has been a 12 year period and it's been a long, slow hard slog. I think coming from FE there has perhaps been that need to meet those awarding body requirements. Your students would not meet the requirements, and wouldn't progress. But I think it's also benefitted in another way in that if we are moving more in the direction of future inspections, and my hunch is we'll go down the OFSTED... dawn raid approach to inspection... if we need to give evidence, we've got it.

(No. 4)

Informing academic staff of policy developments

When asked if NSS, KIS data and QAA updates etc. need to be 'cascaded' down to staff, it was suggested that:

It does need to be, because staff need to know the basis upon which what we do and how we do things are being assessed and viewed. One inescapable thing is that these reports are published in the public domain, these are things that students and their parents will look at... it will influence the choices that students

make.... Which ultimately affects the intake of students that you have.

(No. 6)

However, how this was perceived to be achieved varied among respondents. One (No. 2) suggested:

What we intend to do , and we've only just started doing this, is we've tried to introduce the chapters, so the expectations, they key indicators to try and stimulate some discussions – on T & L for a start. I'm not particularly bothered as to whether that is for or against the chapter at the moment, but I think it's important to start those discussions.

Similarly, in relaying information to academic staff:

The last planning/assessment procedural document was launched back in July has placed more emphasis on what the quality code incorporates.....we've tried to show more of why do we do things such as internal verification.... why do we need assessments being presented in a consistent manner...so what we're able to show is the connectivity with that, and what the quality code is about.

(No. 5)

From a leadership perspective, policy was thought to be 'cascaded' both formally and informally. In terms of informing staff from a formal perspective, it was noted:

Well, AMT is my key route. My key route because that's the structure, and my contact I have with the...let me think....400 and something staff altogether.

(No. 1)

Similarly, one respondent (No. 5) suggest that AMT was the official route through which communication with staff takes place:

certainly, from a formal stance, some things would be discussed in AMT and would then filter down though Deans and Assistant Dean. I'm really fortunate in my school that we have a weekly slot for a meeting...I mean that involves whole school..but I think it's a forum. All staff are free (on their timetables)...which allows that information to be filtered down. ..we have things like informal discussions, over a coffee, in the corridor! Through e-mails....you

know, if a change has been made...so if I have an e-mail, from the Early Years Network, or external bodies that I think are important, then I send those out. Whether they read them or not...!

Further clarification in terms of disseminating information was also offered in terms of how AMT operates:

We've had different models. Last year we had an FE and HE AMT to try and focus on specific things. The difficulty is you lose FE to HE and vice versa. Also it's a very large group. We have the best part of 30 people in attendance, so to get anything done across different schools and disciplines becomes very difficult. So this year we have launched sub-groups of AMT. So we want to prioritise this year...there are a number of enhancements that we want to focus on. There is an AMT member responsible for chairing, leading a group and broadening that group as much as possible, so not just having AMT but having a sub-group that has other academic members, keen to contribute. Then that focus group could not only to report on what's happening but to advise AMT what action could be taken to enhance Teaching and Learning. There is space timetabled so they could meet once a week, and the full AMT would meet once a term."

(No. 1)

Size and Institutional Identity

The nature of UC as an institution and its position as a teaching and learning provider was seen as a benefit by several interviewees in terms of responding to recent policy initiatives. For example, No. 1 suggested:

we have an advantage in that we cannot compete in the REF – our focus is teaching and learning. Whilst the machinery of government changes, we have a clear vision and mission. We actually are benefitting from policy. We are already engaging with apprenticeships. We have a narrow focus, a vocational focus, and a belief in opportunities. Our teaching and learning strategy looks at key factors such as the environment, technology, the wider environment and the student needs and ways of learning.

In addition, the size of the institution was highlighted in terms of the ability to respond to change, one respondent s (No.3) suggested:

I feel more confident than a lot of other institutions would but that may well be because we benefit from the size of our own institution. I mean the size of our institution may represent the size of one Faculty in another institution.

The Leadership of teaching and learning

When asked who is responsible for the leadership of teaching and learning at UC, this garnered various responses.

One respondent (No. 5) suggested:

well the first word I wrote was everyone. Because I think everyone has a part to play in ensuring that teaching and learning is lead. " I would say that in terms of leading teaching and learning, it is distributed, it is shared. People take different responsibilities for that.

Similarly it was suggested that:

it's not one person. Nominally, you could say it's my role. But learning takes place in different places. Within the classroom, within modules, within schools. I think a leader is not necessarily someone who always has the answers. I think, whether its formal or informal a leader has those attributes, that they can, they are perceived to have a clear direction and clear purpose.

(No. 1)

Others recognised the role of formal leadership, but suggested that:

it depends which level we're looking at. If we're looking at the strategic level, ultimately the strategic level, whose title includes the Assistant Principal for Academic Affairs.....it ultimately, I would say, ultimately responsible for that formal leadership. ...at the operational level, where does the leadership come from? The leadership comes from the lecturers. Those at the sharp end, dealing with students on a daily basis. The students look to them for leadership

(No. 4)

Identifying leadership in the academic community

In terms of identifying the qualities of a leader in the academic community, there were a number of shared ideas. It was put forward that:

the qualities in any leader, or position of leadership, are that there is a clear direction, a clear vision, a clear idea of where things are going...or where that person sees them going, and communicates them. A leader is not necessarily someone who has the right answers. I think, whether its formal or informal a leader has those attributes, that they can, they are perceived to have a clear direction and a clear purpose.

(No. 1)

In providing opportunities for leadership it was suggested that:

I would see part of my role as creating an environment where opportunities exist, where you are encouraging people to take the lead in different aspects, rather than somebody deciding that. I mean that happens as well, in a more formal capacity, That happens through PDR, through people's careers, in discussion with their line managers...where they see themselves in terms of what they would like to do, and then their line managers creating and facilitating that through exposure to different activities, through staff development... through personal development, both structured and less structured. So yes, inevitably there is a formal and informal route to developing that, and both are important.

(No. 1)

In terms of staff 'seeing themselves' in leadership positions, the notion of self-selection was common to several responses about leadership development. In expanding upon how lecturers perceive themselves in terms of leadership it was suggested that they see themselves as:

not leaders as in the managing sense, but they are leaders of learning. They are the person the student ultimately looks to...essentially regardless of what title anybody has, at the end of the day what's important is does the student feel they are getting a good deal, are they learning...is it going to help them progress to an area of meaningful employment. In that sense leadership on the academic side is a hugely important role that we have and maybe we underestimate the importance that is attached with that.

(No. 6)

Whilst it was mooted that staff might not always identify that they want to lead in their appraisal, those that wanted to take the initiative did put themselves forward. In this regard, it was suggested that:

probably ... 25% will actively be seeking some sort of self development, but you also have a group who are happy to continue doing what they've done before.

(No. 6)

This extended in part, to the benefits of networking to teaching and learning:

there are some staff who put themselves forward for some conference events.. It's not because that information is only being circulated to only certain people and it's not because Deans/Assistant Deans want to prevent people from going, but it only seems to be active people who want to go off and to go and actually be engaged with others at conference events.

(No. 6)

The extent of networking

When leaders were asked if they thought University College did enough networking, there was some consensus in response. It was said, for example:

I think we would benefit from greater networking. I don't think that as an education we get the best out of the HEA. Part of that is that the HEA have gone through a number of changes and are coming out stronger now in terms of supporting institutions. I'm encouraging more formal work with the HEA in terms of bidding for projects. We are good at networking with industry. We could be better.

(No. 1)

Another respondent (No. 4) suggested,

Staff need to be more active in external academic conferences and industry based events.

However, another respondent (No. 1) commented that:

I think since UC had got its degree awarding powers, there does seem to be a gradual increase, of confidence in the institution, you see numbers of staff becoming more and more engaged, becoming external examiners and going to more and more places.

Other staff considered that whilst there are other professional association and meetings that might be taking place, this is an area where we need to develop our profile. For instance, it was noted:

One forum I thought was very good was the old HLST (HEA). A lot of the focus of those meetings was around teaching learning and assessment.....the way we might have looked at grading criteria. I think when those forums are cut back by Government I don't think they realise the benefits of those sorts of forums...or other organisations that have been very influential...JISC, The Universities' consortium...

(No. 1)

Additionally it was suggested that:

I think sometimes teaching and learning can appear to be quite low on the agenda....you know...when you have a discussion....the interest seems to be much more on the research side...she's (Deputy Principal) been quite surprised that there has been little interest in the teaching and learning side...I do think around networking it's more around the subject than teaching and learning. I think that may be to do with FE. A lot of the networking and CPD that FE staff do relates to teaching and learning.

(No. 5)

Formal leadership training

In terms of questioning the range of formal leadership training that was on offer at UC, staff appeared thoughtful. It was suggested:

Formal? Well, I suppose a range of formal (pause). Full qualifications..., obviously postgraduate such as yours. I didn't have a management role when I was doing my EdD. It was not necessarily with a personal view to progression, but was more

through interest, so I was supported. It wasn't a case of you now designated leader....The Leadership Foundation for Higher Education obviously run specific courses. I've been through a number of activities.

(No. 1)

When asked if Deans could access these courses, it was suggested that:

I do PDR with the Deans so I would be looking at ways they develop their leadership skills....they are supported. My experience of UC is not that you don't get your training until you're a manager, or that you've been identified as a potential manager..it's very much held within schools.

(No. 1)

Other training cited included training for conducting appraisals, handling difficult conversations, empathy training and development of effective communication skills. One staff member (No. 5) had been on a residential course for management training, whilst other staff suggested that it was very much a case of 'you learn on the job'. It was also noted by one staff member (No. 4) that very little time for a handover from a previous post holder made their post more challenging.

The findings in this section have illustrated alignment with a distributed approach in a number of areas. For example, it would suggest that formal leaders perceive that they create an environment where leadership opportunities exist for all those who wish to exercise leadership; this in turn illustrates elements of strategic, incremental or cultural distribution put forward within the framework of Distributed Leadership (MacBeath et al 2004). Comments around the leadership of students and leadership from lecturers are also reflective of Katzenmeyer and Moller's (2001) framework around teacher leadership activity. Comments around the leadership of teaching and learning are further discussed in Chapter 5.

4.4 Findings from Questionnaire Survey

A total of 58 responses were returned from the questionnaire survey with academic staff. The findings from the survey are presented here.

Contextual questions

Section one of the questionnaire was designed to elicit contextual data around the academic staff sample. Thirty four female and twenty four male staff responded to the survey. Their length of service at UC ranged from 2 years to 25 years, with data from this question representing a normal distribution, as shown below in Figure 4.1.

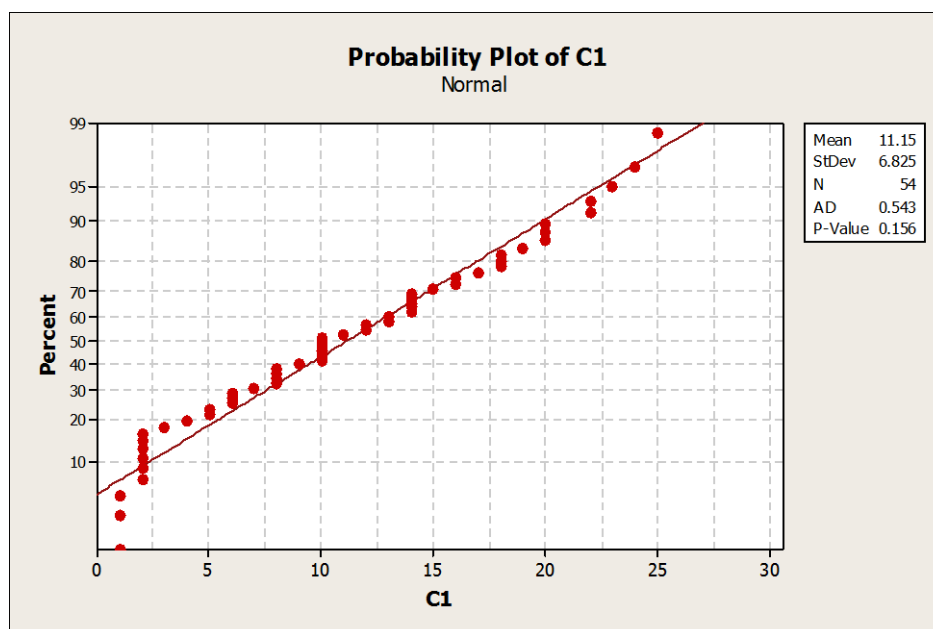


Figure 4.1 Probability plot around length of service

In terms of role perception, the majority of staff identified themselves predominantly as lecturers and programme managers as opposed to researchers. Whilst a small percentage recognised themselves as researchers alongside being lecturers and programme managers, a small

percentage of staff identified with additional roles; these being cited as 'Graduate Teaching Assistant', 'Pastoral advisor', 'Mentor', 'Consultant', 'Opportunity spotter' and 'Ideas Generator'.

Influence of Policy

The majority of staff felt that policy developments in Higher Education are relevant to their day to day teaching. However, in terms of how these policies were communicated, there was a mixed response from staff, represented in the histogram in Figure 4.2 below.

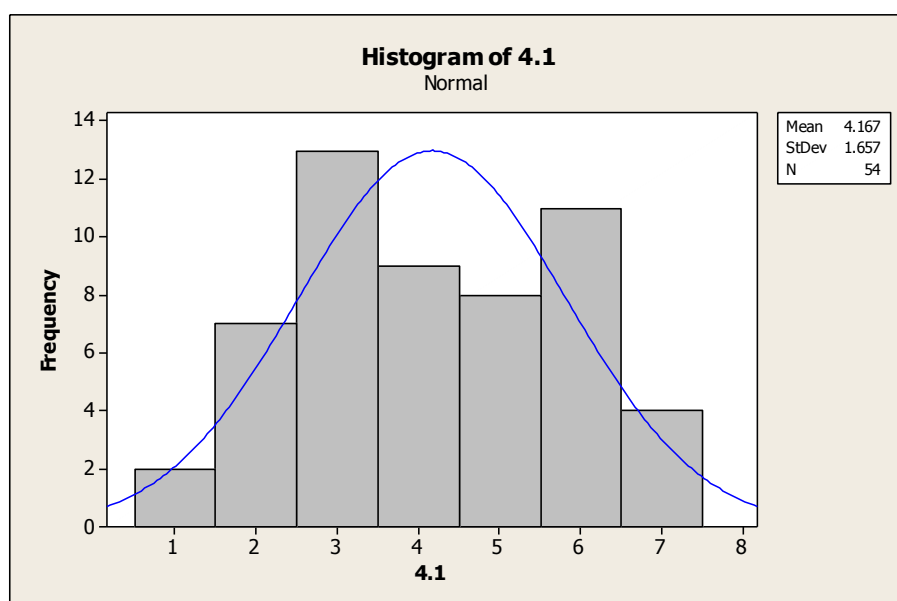


Figure 4.2 I am well informed about policy developments in Higher Education

In terms of how policy influence may specifically affect their day to day role, the majority of staff felt that their teaching would be highly scrutinised in light of tuition fees. There was a non-normal distribution in this regard, with findings being skewed towards strong agreement.

In terms of being well informed about strategy at UC, staff responses are represented in Figure 4.3. There is evidently some strong feeling that strategy is well communicated, however, there is also a significant proportion of staff (15%) who strongly disagree that this is the case. Similarly in terms of being well informed about developments that affect their role, staff had both strong positive and negative feedback (Figure 4.4 below).

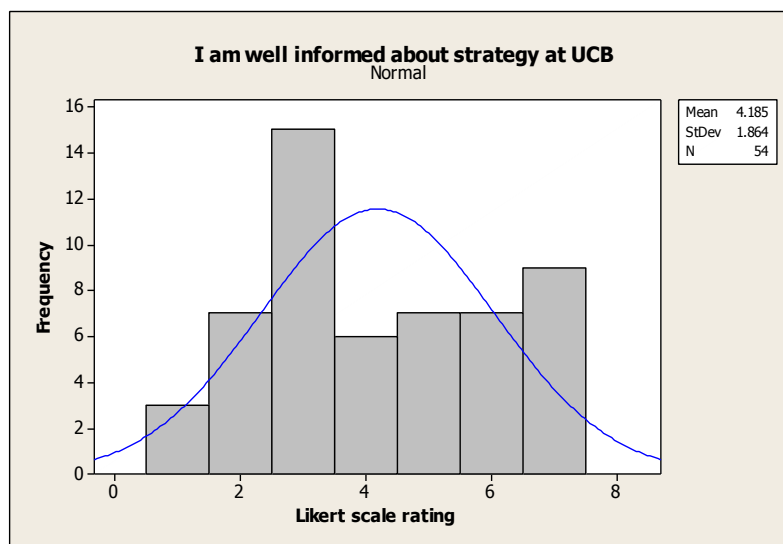


Figure 4.3 I am well informed about strategy at UC

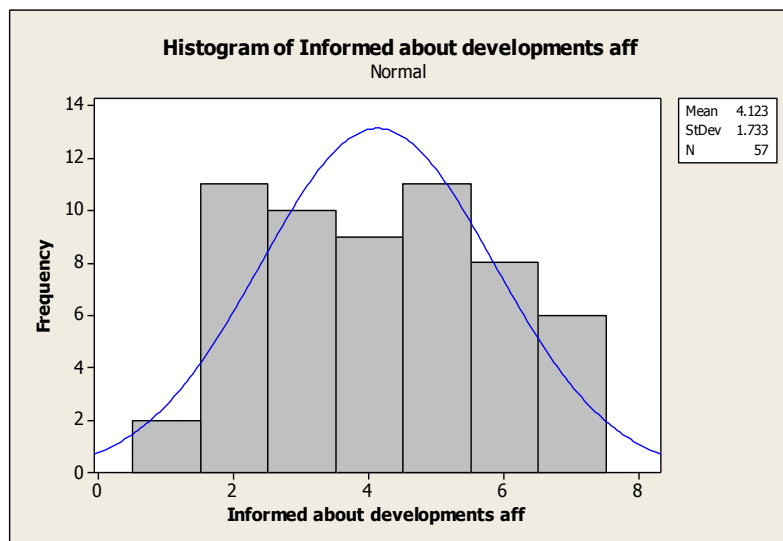


Figure 4.4 I am well informed about developments affecting my role

In terms of professional recognition through the Higher Education Academy (HEA, 2013), 77% of staff were 'not sure' about their membership status; the remainder identified themselves as either 'Fellow' or 'Associate Fellow' of the academy.

Leadership capacity and traits

In terms of leadership around teaching and learning, 40% of staff felt very strongly that they considered themselves to be responsible for leadership of learning *in the classroom*. However, these feelings were less strong when asked if they considered themselves a leader of teaching and learning per se (see Figure 4.5).

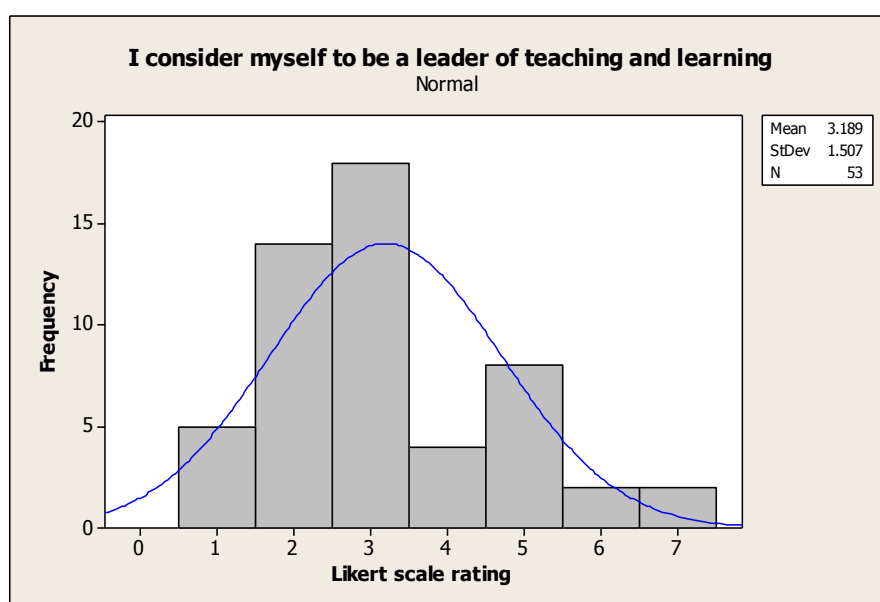


Figure 4.5 I consider myself to be a leader of teaching and learning

In terms of improving own practice, nearly all staff felt very strongly that they continuously aim to improve their own classroom teaching, with a very small minority indicating an opposing view. Many staff, in addition to improving their own practice, recognised themselves as influencing

others in improvements, whilst a high percentage of staff identified themselves as curriculum specialists. With regard to other roles undertaken, over half of the staff responded that they acted as module leaders, whilst a quarter were acting as external examiners. Other roles identified by staff included 'initiating links with industry', 'organising and leading student trips', and 'leading specific projects', with nearly 20% of staff leading the development of new programmes.

The Professional Learning Community and Leadership Opportunities

Questionnaire responses indicated that staff feel strongly that they receive all support needed to deliver effective teaching. Responses also indicated that they would know whom to approach if they have any challenges around their teaching. Whilst results show that there is evidence of a strong teaching and learning community at UC, the extension of this community outside of UC is not so apparent; whilst 25% of staff felt strongly that they networked outside of UC with regard to teaching and learning, 15% strongly disagreed with this statement.

In terms of considering a formal leadership role, either at UC or elsewhere, almost 70% of respondents responded in the affirmative. Many were happy to discuss leadership opportunities with their line manager, whilst for most respondents, they strongly indicated that they would like to extend their existing role in order to improve college-wide teaching practice. For those who would not consider a formal role, the two main reasons cited were that it would take them away from their subject area and that it would impact work/life balance.

The leadership traits and activities identified in this section are illustrative of a number of approaches identified in the teacher leadership literature. In particular, where staff seeking to update their practice, take on consultancy and mediate among colleagues is reflective of the leadership dimensions put forward by Ball (2007). These suggest a collective form of leadership where leadership is shared and realised within extended groupings (Harris, 2008). Additionally, varieties of expertise are seemingly distributed across many staff (Bennet et al, 2003) whilst there are some examples of effective sub-cultures (Ghamwari, 2010) and collaboration (Harris, 2003) being developed. These findings will now be analysed and discussed further in the next chapter.

Chapter 5.0 Further analysis and discussion

The findings presented in this chapter seek to specifically address the following research questions;

3. To what extent might Teacher Leadership theory may be applicable within a Higher Education setting?
4. How might Higher Education Policy around Teaching and Learning influence a Distributed approach within a specific case study setting in Higher Education?
5. How is Distributed Leadership evidenced within Teaching and Learning Practice within the case study setting?
6. What specific measures may enhance how teaching and learning is lead within a specific educational institution?

5.1 The influence of Higher Education Policy on Teaching and Learning

From a sector perspective, the evidence suggests that significant changes to the way Higher Education is funded (Hefce 2012), including the introduction of a fees based system (Bolden, 2012) and the increased focus on 'student as consumer' (DBIS 2012) has indirectly resulted in an increased focus on teaching quality in the sector. In respect of the pronounced focus on the delivery of excellence in teaching, DBIS (2012) have noted:

We're looking at what amounts to a revolution in teaching – the largest cultural change in our universities for a generation. Research has been the primary focus of attention for a long time; it's time for teaching to be in the spotlight as well.

(DBIS, 2012, p5)

The dichotomy of teaching and research in Higher Education is seemingly prominent and reflective of many Higher Education Institutions (Ball, 2007). However, in response to the 'cultural change' seemingly brought about by the Browne Review (2012), it can be argued that Universities, in both Russell Group Universities (russellgroup.ac.uk) and Post 92 Universities (University and College Union 2013) are needing to provide effective leadership in order to raise the profile and provide evidence of quality in the Teaching and Learning function. The recent creation of job roles such as 'Director of Teaching and Learning', 'Student Experience Manager' and 'Director of the Centre for Academic Practice', together with the creation of departments such as 'The Institute for Learning', 'The Centre for Enhanced Academic Practice', and the 'Centre for Teaching and Learning' all reflect the impetus to focus on Teaching excellence in the sector (SEDA, 2013). The focus on teaching excellence was also mirrored in the SEDA 2012 Annual Conference 'Excellence in teaching' (SEDA, 2012).

Also, arguably, as part of the sector impetus to 'formalise' quality in teaching, there has been a particular drive around the UK Professional Standards Framework by the Higher Education Academy (HEA, 2012). The aims of the framework, in part, are to 'facilitate individuals and

institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning', (HEA, 2012, p2). This accreditation is now recognised as part of HESA returns in terms of providing for teaching quality (HESA, 2012). Recognition within the framework spans accreditation as Associate Fellow through to Principal Fellow, with higher positions required to demonstrate 'leadership and/or management of specific aspects of teaching and learning provision' (HEA, 2012, p6).

The case study institution

Atypical of many Higher Education institutions, the core activity of University College is teaching and learning. As the background to the Learning, Teaching and Assessment strategy (UC 2013) attests:

Teaching and Learning are core activities. UC is committed to supporting its staff in the application of appropriate learning and teaching methods in line with its objective of attaining high quality and excellence in terms of teaching. The quality of learning and teaching in all areas of the curriculum has been recognised through independent audit - not least by the QAA and OFSTED.

Whilst perhaps being immune from the research/teaching dichotomy (Ball, 2007), UC has nevertheless seemed to have taken steps to enhance its teaching and learning provision. In part, this was a necessary requirement of institutional review (QAA, 2012), as purported by a respondent in formal leadership:

We had to produce a Learning and Teaching enhancement plan and Learning and Resources Enhancement Plan to address a 'Proactive' rather than 'Reactive' Approach, which had been a critique within Institutional Audit

Additionally, it can be surmised that the creation of the Teaching and Learning Group (Table 1), and the Senior Lecturer roles in teaching and learning (Table 2) are part of these 'proactive' measures. There has also been a drive by the Teaching and Learning Group to encourage staff to apply for recognition of the HEA, presumably to provide for evidence of teaching quality. At the time of questioning, very few staff knew of their status with the HEA, however, it is likely that the responses would be very different now given the current impetus and profile of accreditation.

With regard to policy influence and Higher Education provision at UC, those respondents in formal leadership positions were able to cite specific policy and for the most part, these influences were reflective of the competitive environment cited by Bolden et al (2009). For example:

There is very much sort of a business approach to resource management...is a particular programme going to be cost effective, have there been...has there been appropriate allocation of resources for that programme. A recent post that has been advertised at a Senior level placed very little emphasis on academic leadership, but was very much placing the emphasis on resource management.

This extended to the need to appeal to the student 'as consumer', a notion arguably drawn out by the White Paper (DBIS, 2012). Illustrating this, it was noted:

I feel that the whole gathering of things like the KIS data is pushing us to consider alternatives in order to appeal to the customer. I've some concerns with that concerning Higher Education....you know, what is HE? That's a real concern, but to produce that data...I'm not sure how much students or parents will understand that data...but they will look at the headlines, and base decisions based on that headline, so therefore we have to be seen to be addressing those issues

There was also an acceptance that the interpretation of key metrics would have a very real impact upon programme delivery, for example:

If you look at it from a national perspective of things like the impact of fees, then in the formal leadership roles, there is more of an emphasis on chasing the money, chasing the student numbers. If we look at things such as key metrics as a way of looking at if a programme is successful, KIS data, National Student Survey, these are also going to shape which programmes continue, which ones don't.

Whilst for some formal leaders, their responses were indicative of the competitive environment in which they were operating, others were able to recognise the specific focus on teaching and learning that the changes had brought about:

You have the raising of the importance of teaching and learning with the current coalition government. Institutions are coming under the spotlight. The whole provision of Higher Education is being questioned. Policy has ultimately increased competition through marketization. With KIS you have the proportion of Teaching and Learning that takes place, with staff/student ratio etc. I do believe though that we have an advantage that we cannot compete in the REF (Research Excellence Framework, 2013). Arguably, we celebrate and reward teaching and learning, and therefore we are benefitting from the current policy. We have a narrow focus, a vocational focus, and a belief in opportunities.

It was observed that leaders who had experience of leading both FE and HE provision seemed particularly aware of measures of teaching quality. When asked about key drivers in terms of teaching and learning, one leader proposed:

I think there are a huge amount actually, if I'm honest. I think , through OFSTED (ref), through the work we do with schools and nurseries...Government initiatives around, for example, our PGCE programme which might focus on systematic, synthetic phonics, teaching and reading...along side that, there's the drive around widening participation. Obviously with the changes to the QAA requirements and the observation of teaching within that, and what makes effective teaching and learning. It appeals to me that Higher Education is now coming under the spotlight that FE and schools have been under for years.

Additionally, leaders who had particular responsibility for quality within their job role appeared well informed of the perceived issues:

We have some of the NSS, we have a lot around standards of teaching and learning, and although I think for HE the Higher Education Academy is trying to influence, I don't think they've had a huge impact. I think the new code and the chapter is an attempt to influence more. But I have to say that unless some of the Russell Group universities really take that on board, some of the impact of the policy... I'm not sure what some of the impacts will be....

It is proposed that the institutional identity in terms of providing for both FE and HE allows leaders to identify parallels between both sectors in the way that teaching and learning is assessed. Several formal leaders thought that the measurement of teaching quality in Higher Education might certainly go down the OFSTED route.

Yes, I think, if you look at the QAA guidance it certainly will go down the line of observations in classrooms. I think that if you would speak to any school lecturer, they would be able to tell you, I think, off pat, in Ofsted terms, what makes a good lesson

Similarly:

I do think there is a push for HE to go down that road, but there are interesting anomalies in that. I also think that there is room, as ever, for improvement. I mean if you speak to any of my staff they will know that

However, there were also words of caution to this effect:

I think teaching and learning from my perspective, my own experience has become a bit stale. I've watched some amazing sessions as well...I'm trying to give a balance. But I don't think at the moment there is a mechanism to be saying, actually that wasn't particularly good....and going back and revisiting. That's a difference between FE and HE.

It is suggested then that in order to improve, staff with responsibility for HE need feedback in terms of how they are being measured in their teaching. Several interviews, however, highlighted that staff are unaware of how this might take place.

Given that formal leaders suggest that results from the NSS and KIS data may in real terms affect the viability of programmes at UC, it would be expected that academic staff should be well aware of these key metrics and the extent to which current policy drivers affected their role. However, there was a need for further information, which was particularly drawn out in interviews with academic staff. For example, one respondent, when asked if staff were well informed replied:

No. But to be informed...it gives a rounder view. The students survey is mentioned in the equal ops for example, and from the International Office - if there is anything that impacts upon International students. So it is working within quite a narrow field. Which doesn't suggest I ignore everything...it means I have to go out of my way to find it rather than being informed about it

Similarly, when questioned about the provision of more regular updates from Senior Management, one Senior Lecturer affirmed:

Yes, something, just to summarise what's going on, rather than me have to dig around, yeah, I'd love that. I'm not sure if everyone would, but I would.

With regard to measurement of teaching, one staff member highlighted the need for further information:

I know whilst I'm supposed to improve on the figures I'm not given the right information

Perception and recognition of policy influence by academic staff

Questionnaire feedback indicated that the majority of staff feel strongly that policy developments are relevant to their day to day teaching and that a high proportion of staff feel that their teaching will be highly scrutinised in terms of an increase in tuition fees. Arguably, this increased scrutiny is an indirect result of policy changes.

In terms of being informed about developments that affect their role, staff responded both positively and negatively. This may be, in part, due to the different approaches that formal leaders have in informing staff of

developments within their respective schools. It appears, however, that staff are interested in particular aspects of policy. One Dean of School noted:

Things like widening participation and ability...they would be incredibly interested in

There is the perception then that staff would like to be further informed in terms of policy influence, and particularly in terms of how it might help them to benchmark their teaching. However, *how* that communication should take place, and to what extent is open to interpretation.

One formal leader suggested:

We have a role in EMT to raise awareness. The difficulty with policy is that it is changing all the time. Policy can become out of date and you move on. By the time you update staff, things have moved on. There will always be changes to the machinery of government. But if you have a clear vision and mission then you can respond to those changes.

Conversely, one formal leader, when asked if staff need to be informed about policy suggested:

It does need to be, because staff need to know the basis upon which what we do and how we do things are being assessed and viewed. One inescapable thing is that these reports are being published in the public domain these are things that students and their parents will look at...it will influence the choices that students make, which ultimately affects the intake of students you have.

There is some disparity then in terms of the approach around communication of policy. It is perhaps a question of identifying areas that do affect the measure of quality around teaching and learning that needs to be identified and communicated more effectively. To some extent this has been attempted. For example:

The last planning/assessment procedural document was launched back in July has placed more emphasis on what the quality code incorporates.....we've tried to show more 'why do we do things such as internal verification, why do we need assessments being presented in a consistent manner...so what we're able to show is the connectivity with that, and what the quality code is about

Similarly:

What we intend to do, and we've only just starting doing this, is we've tried to introduce the chapters, so the expectations, the key indicators, to try and stimulate some discussion...on T & L for a start..and I'm not particularly bothered as to whether that is for or against the chapter at the moment, but I think it's important to start those discussions...Hopefully refocus some of the thoughts around teaching and learning...the practice....rather than assessment...I think we've had an awful lot of focus around assessment...I mean I've only been here a short time....but the feedback around assessment has been very good....but perhaps that has been our focus for the past couple of years and now we need to focus on what actually's happening.

In terms of how information was perceived to be 'filtered down' to staff, formal leaders identified different approaches:

I'm really fortunate in my school that we have a weekly slot for a meeting...I mean that involved FE/HE, whole school, but I think that is a forum..it allows information to be filtered down.

This disparity in terms of how information, be it policy or strategy, is communicated to staff may well have an effect in terms of how staff feel they are kept informed. This element of communication and further aspects of overall leadership configurations will now be analysed within the framework of the Distributed Approach.

5.2 The Leadership Framework and reflection of Distributed Leadership in practice

Distributed Leadership in practice

Harris (2008) suggests that 'there is increasing evidence to suggest that certain patterns or configurations of distributed leadership offer greater potential for organisational change and development (Stoll and Seashore Louis 2007, cited in Harris 2008, p183).

In recognising that Distributed Leadership offers potential for organisational change (and arguably, change that may result in the enhancement of teaching and learning provision), the recognition of different 'patterns' or 'configurations' of distributed leadership arguably reflects the conceptual elasticity (Harris, 2008) that has evolved with regard to the overall concept of the Distributed Leadership approach.

Much of the early literature around Distributed Leadership emphasises that leadership is an *emergent* property (Gronn, 2002) (author italics added) and one in which the multiple actions of an organisation i.e the notion of conjoint agency (Gronn, 2000), come together to enhance the overall leadership function. However, many interpretations of the

concept of Distributed Leadership have since developed to include notably the very literal, in terms of geographical distribution (ref) to the more complex theoretical frameworks put forward by MacBeath et al (2004) and Leithwood et al (2006).

Gosling et al (2009, p10) note that 'conscious attempts to disperse leadership across the workgroup by its formal leader should not be confused with distributed leadership'. However, it has been shown that the theoretical frameworks around Distributed Leadership indeed often embrace an element of delegation or devolvment. Bolden (2011), for example, cites the frameworks of both Leithwood et al (2006) and MacBeath et al (2004) in this regard.

Excerpts from Figure 2.4 (Literature Review) Frameworks of Distributed Leadership, (from Bolden, 2011, p258)

Leithwood <i>et al.</i> (2006)	MacBeath <i>et al.</i> (2004)
Planful alignment: where, following consultation, resources and responsibilities are deliberately distributed to those individuals and/or groups best placed to lead a particular function or task.	Formal distribution: where leadership is intentionally delegated or devolved.
Spontaneous alignment: where leadership tasks and functions are distributed in an unplanned way yet, 'tacit and intuitive decisions about who should perform which leadership functions result in a fortuitous alignment of functions across leadership sources' (Harris, et al, 2007, p344).	Pragmatic distribution: where leadership roles and responsibilities are negotiated and divided between different actors.

These patterns of leadership, whilst not reflecting the true sense of Gronn's original concept (2000, 2002), were seemingly evident in the action of formal leaders at UC who, in response to the question of where the leadership for teaching and learning might come from replied:

In terms of leading teaching and learning, it is distributed, it is shared. People take different responsibilities for that. I don't think you can say one person has responsibility for leadership....

Facilitation of other leadership tasks at UC can also be evidenced in line with the literature as outlined in Table 5.1

Table 5.1 Evidenced aligned with literature – leadership tasks

<i>Original author</i>	<i>Framework</i>	<i>Evidence in case study setting</i>
MacBeath <i>et al.</i> (2004)	<i>Pragmatic distribution:</i> where leadership roles and responsibilities are negotiated and divided between different actors.	<i>Division of AMT roles</i>
Spillane (2006)	<i>Collective distribution:</i> where two or more individuals work separately but interdependently to enhance a leadership routine.	<i>Strands of T & L group lead separately but with same terms of reference</i>
MacBeath <i>et al.</i> (2004)	<i>Opportunistic distribution:</i> where people willingly take on additional responsibilities over and above those typically required for their job in a relatively ad hoc manner.	<i>Staff members organising additional events, taking part in T & L group, contributing toward periodic review of programmes etc.</i>

These examples of leadership activity, in part, reflect the emerging view of leadership put forward by Simkins (2005, p5) in that 'leadership can occur anywhere'. In practice this moves beyond trying to understand leadership through actions and beliefs of single leaders to understanding leadership as a dynamic organisational entity (Harris, 2008, p174).

However, in order for this to occur, there needs to be deliberate approach to fostering this leadership through a formal framework. 'Taking a distributed perspective on leadership means that it is grounded in activity rather than position or role and in practical terms will require some facilitation and the creation of internal conditions where it might thrive' (Harris, 2008 p183).

The responsibility for the formal framework for leadership of teaching and learning arguably sits within the Academic Management Team (AMT).

When questioned as to AMT's purpose:

It is to provide a forum to discuss the operational activities of the academic aspects of UC, so curriculum and related aspects from an operational point of view. But also to inform the formulation of strategy through that discussion. So, on one hand it is influencing and lead by the teaching and learning strategy, but in the other respect it is informing how those strategies are shaped.

Whilst ultimately shaping strategy, there has been evidence of the distribution of tasks within AMT through the orchestration of sub-groups:

It (AMT) was a very large group, so this year we've taken a different approach. This year we have launched sub-groups of AMT, so members of AMT are responsible for chairing, leading a group and broadening that group as much as possible, so not just having AMT, but having a sub-group that has other academic members...interested...keen to contribute.

Arguably, this deliberate division of leadership tasks might be aligned with the 'formal distribution' proposed by MacBeath et al, (2004), where leadership is intentionally delegated or devolved, or arguably the playful

alignment proposed by Leithwood et al (2006) in which responsibilities are deliberately distributed to those individuals and/or groups best placed to lead a particular function or task.

In terms of planful alignment, it is true that some AMT members may be best placed to lead certain tasks than others, for example, where an Assistant Dean has responsibility for assessment within his/her school, or a Dean has responsibility for both HE and FE provision.

However, in terms of broadening the groups to include 'other members' of the academic community this is not fully recognised, as sub-groups are largely made up of Deans and Academic Deans. An illustration of the AMT sub-groups is shown in Appendix G. It is proposed that sub-group leaders approach colleagues who they are familiar with, or perhaps Senior Lecturers in their school. There is perhaps some discretion in whom group leaders within AMT would invite to be on their 'sub-group' but there is potentially an opportunity missed here for academic staff who may have a particular interest to 'step up' and take part in decision making. This is particularly noted as questionnaires to academic staff indicated that there was a strong indication that staff would wish to take on leadership tasks in respect of teaching and learning.

Whilst leadership can occur anywhere (Simkins, 2005, p5) it is proposed that there still needs to be both effective leadership in terms of strategic direction, and sufficient support given to staff in order to identify and foster *overall* effective leadership.

As such, it is argued that the provision for Distributed Leadership needs an 'Effective Leadership Framework' in which leadership activity is to thrive if Distributed Leadership is to have a positive effect on developing the teaching and learning function. In general, leadership is said to involve vision – a sense of how things might be; seeing the big picture and, therefore, having the ability to be strategic and mobilise others in a desired direction. (Blackmore, 2013, p270) Part of that 'mobilisation' is arguably 'communicating strategic direction'; a common feature of effective leadership as identified in the literature review (Hefce, 2012, Bryman (2007).

Strategic Direction – the Teaching and Learning Strategy

The overall aims of UC (2013) are summarised in its mission statement:

To promote and provide the opportunity for participation in the learning process by those with the ambition and commitment to succeed and to maintain a learning community that meets the diverse needs of our students, the economy and society at large.

(UC, 2013)

Whilst this mission frames the overall direction of UC, arguably, in terms of enhancing the teaching and learning function, the Teaching and learning strategy should be the key driver. Whilst many authors conclude that communication of strategy is vital to the effectiveness of leadership (Bryman, 2007) there are perceived differences within UC as to how strategy is communicated to academic staff.

Formal leadership suggests that:

I think UC is mature enough to have that strong focus... whether people have read the teaching and learning strategy or not, we've got a clear idea of what we do. We are very supportive to our students. If there is anybody that needs any extra support to achieve their degree, then the support is there, so we do operate what we say in our mission. This also reflects the teaching and learning Strategy.

Other formal leaders proposed that the strategy is an evolving edit, with input from staff shaping how the strategy evolves:

we might have to rewrite some parts of our teaching and learning strategy....but I would like to think that that would be informed by some of the staff discussions that we've been having lately

The implicit nature of the strategy was also mirrored by experienced academic staff:

most staff would recognise that we are a teaching and learning institution. No one ever sits down and goes 'here you go, here's the strategy, have a read of it...' I don't think anyone ever says...I mean I only looked at the mission statement because we were going to have this conversation

Also:

I think the strategies talking about support, employability, relevance; I think they're pretty obvious to anyone working here...

Additionally, elements of 'living out' the teaching and learning strategy were explained in respect of institutional identity:

I cannot believe there is another institution that supports students better. I would say 2 things...no 3 things...One is, we still feel like an FE college to me. We still have an FE mentality. When our new Vice-Principal was appointed, she came from an FE background. You know...we may be a University, but the systems come from an FE background and I think that's very important. You could argue that students are getting more needy....You could argue that other Universities are having to provide more support. You could argue that other Universities are having to adopt some of the procedures that we have with our FE mentality because....I was an external at 'Sunny University' and they're under the same pressures in terms of student support. It's in the student survey. If you don't have the right student support you'll get hammered. If students, paying 8 or 9 grand they expect more support, and if you don't give it, you suffer.

So whilst there may be an inherent view of what UC 'does' among some experienced staff and formal leaders, other staff members (both experienced and otherwise) had opposing views regarding communication of strategy. Some suggested that they had read the teaching and learning strategy as it was required reading for their teaching qualification. Another suggested that 'it's there should you want to see it'. One staff member said that they 'had skimmed it'; however, the author suspects that this was possibly in preparation for interview rather as part of their job role.

Other comments included:

It wasn't explained to me the link between what's on paper and what I do

I think the T & L strategy needs to become a working/living document

I was asked to read it for my PGCert (so this would be over 10 years ago)

When asked if the strategy should be required reading for staff, it was suggested:

I do, actually, maybe a potted version...strategy for Dummies!

Maybe each year, just a quick update.....

Absolutely. Something that would come around, just an e-mail, saying there you go...here's...for new staff...here's the teaching and learning strategy,...for those of you who have been here a long time...here are the highlights change, here's how it may be beneficial for you

I think there could be a lot more direct communication with staff...

I think it was bad that (the Deputy Principal) was not introduced properly. I don't know what she does, how she could help me

I only know the vision and mission statement of this organisation, because I make students read it as part of their live event ...to learn how to do vision and mission statements. But no-one has ever sat down and gone over it

The teaching and learning strategy? No one has ever sat down with me...it's bad

Whilst it was anticipated that staff may not know the exact details or wording of the strategy, it was *not* anticipated that staff did not know the strategy existed; whilst this may have been expected perhaps amongst

new staff, this was not expected of experienced staff. However, the research indicated that this was the case, not only for experienced staff, but for one Senior Lecturer also.

Leadership of teaching and learning

If the teaching and learning strategy is not consistently communicated, the question then arises as to where the leadership of learning and teaching comes from.

Formal leaders suggested:

I wouldn't say as an individual, I am the one person, or have all fonts of knowledge. I think that's inappropriate, and clearly wrong. Leadership is in different places, different stages. Leadership is in the classroom. In terms of teaching and learning, I do believe it's distributed in terms of both formally and informally, people taking a lead in teaching and learning because they have a specific interest

More specifically:

*At the operational level, where does the leadership come from?
The leadership comes from the lecturers.*

Similarly it was suggested:

Well, the first word I wrote down was 'everyone'. Because I think that everyone has a part to play in ensuring that teaching and learning is lead.

Bolden says of Collective leadership in Higher Education (2009, p3) 'the majority of interviewees considered that distributed leadership was not just conceivable within the higher education context, but a necessity – that it is a function that is too complex and important to leave to a small group of individuals in formal roles'.

This perception of, arguably, an emergent growth of the leadership capacity reflects Gronn's multiplicity concept (2002). Another formal leader suggested that leadership is 'bottom up', and another, when prompted about the perception of academic staff and their own leadership capacity suggested:

They might not see themselves as leaders. Probably not leaders as in the managing sense, but they are leaders of learning, They are the person the student ultimately looks to...essentially regardless of what title anybody has, at the end of the day what's important is does the student feel they're getting a good deal, are they learning..is it going to help them progress to an area of meaningful employment.

Some formal leaders suggest that decisions affecting the teaching and learning function made at AMT are 'filtered down'; how this happens in practice may well differ from school to school. One formal leader suggested:

we have things like informal discussions, over a coffee, in the corridor! ...through e-mails, you know if a change has been made...so if I have an e-mail, from say the Early Years network or external bodies that I think are important, then I send those out. Whether they read them or not...(Laughing).

One formal leader also implied that the 'cascading' of information may be somewhat inconsistent, although this was not explicitly stated. He said:

The problem from an Assistant Dean's perspective there are going to be key pieces of information that have bits cascaded down or discussed at meetings that those lecturing staff need to be aware of...or as a result of feedback from data that has come through...(pause)

The 'filtering down' of relevant information is an assumption that implies informal sharing of information and for some staff, this is where barriers occur:

I know where the barriers are...it's direct. I can not say that Senior Management would ever stop me (taking on leadership projects). I think there's a barrier somewhere down the line. I think things do get fed down but I think there's a barrier then where things don't get passed down to staff, so people blame SM. I'd like the barriers to stop.

Further generic information was also implied to have its uses:

If someone was to present to use each semester what was happening in the education world, I would feel more confident, at Open Days, for example

*Do we **have** leadership of teaching and learning? Do we get leadership from on high? I'm not convinced. No one has ever, in any years told me what to teach in the classroom. I think I learnt more from my colleagues about the Year Manager role than teaching or learning.*

As Spillane (2004, p10) suggests 'Leadership activity is constituted ...in the interaction of leaders, followers, and their situation in the execution of particular leadership tasks'. In part, to summarise these analyses, a definition for Distributed Academic Leadership is proposed as:

a deliberate practice whereby, within an appropriate framework of strategic direction, leadership potential is encouraged and developed within an academic community, in order to enrich overall leadership capacity, enhance teaching and learning, and fulfil organisational goals.

Academic leadership tasks will now be analysed within the frameworks of teacher leadership.

5.3 Drawing parallels with Teacher Leadership theory

Distributed Leadership theory advocates the decentralisation of 'the leader' (Harris, 2007) whilst understanding leadership as a more 'fluent and emergent rather than a fixed phenomenon' (Gronn, 2000, p317, cited in Harris, 2007). Teacher leadership, arguably goes some way to explaining how that leadership 'phenomenon' may emerge within an organisation. As Muijs and Harris (2003, p 112) suggest, teacher leadership:

is conceptually closely linked to distributive leadership, but is narrower, being concerned exclusively with the leadership roles of teaching staff....it incorporates the activities of multiple groups of individuals.....who guide and motivate staff... It implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and the leadership task is accomplished in the action of multiple leaders

(Muijs, and Harris 2003, p112)

Whilst it may be possible to identify how the leadership function may be 'stretched' within UC, it is suggested that a more appropriate approach would be to identify how the overall leadership capacity may be developed. 'Stretching' the leadership function implies a weakening

whereas the notion of 'enriched academic leadership' implies nurturing and developing the overall leadership capacity among staff, in order to improve organisational outcomes. Where, in part, this may reflect the critical view that teacher leadership is 'dismissed as yet another label for continuing professional development' (Harris, 2003, p314), arguably the professional development of academic staff in Higher Education should

now inherently involve an element of developing leadership skills and capacity.

As Blackmore (2013, p268) notes:

academic work is inherently an act of leadership because academics should always be at the forefront of what is being thought and done in their domains of knowledge and practice.

The teacher leadership literature has in the past identified various forms of both informal and formal leadership activities (e.g Clemson-Ingram and Fessler, cited in Harris, 2003, p314). Informal leadership is proposed to encompass classroom-related functions such as planning and communicating goals, whilst formal leadership roles encompass responsibilities such those of a head of department, or head of year; these roles often moving away from the classroom (Harris, 2003). In this respect, academic staff at UC may be described the informal leaders, whilst a formal leadership role such as Dean or Assistant Dean inherently reflects the activity of those staff away working away from the classroom. This does not mean that formal leaders do not have a role in teacher leadership; Katzenmeyer and Moller (2001, cited in Harris, 2003, p315) propose that leadership of operational tasks is one of three main facets of teacher leadership, the other two being leadership of students or other teachers and leadership through decision making or partnership.

This portrayal of a leadership inherent with classroom based activities is aligned with that of academics at UC, for whom teaching is their core activity. This perception of role is illustrated, in part, by questionnaire responses, where, for the majority of respondents, their role is foremostly

perceived as 'Lecturer', as opposed to 'Researcher' or 'Programme Manager'.

Whilst some leadership capacity may have been 'formalised' with the creation of Senior Lecturer roles at UC, there is arguably a much wider 'social distribution of leadership' within the academic community that may largely go unrecognised. As one formal leader noted:

The leadership on the academic side is a hugely important role that we have, and maybe we underestimate the importance that is attached to that.

Ball (2007) has suggested that academic staff may be the real leaders who informally influence groups towards goals, and as one academic respondent at UC reflected:

The internal/informal structures that develop within UC are the main strengths of the institution rather than the formalised and largely ineffective educational leadership

These informal structures can be aligned with the analysis of leadership as a 'dynamic organisational entity' (Harris, 2008, p174). However, whilst appreciating that leadership may emanate from 'anywhere within an organisation' (Simkin, 2005, p12) it is likely to be driven forward by certain staff who possess particular leadership traits. One academic, when asked if he identified some of his colleagues as leaders suggested:

Yes I do. Yes, actually, absolutely. Some colleagues have a natural leadership aura about them, they have a confidence about them. ...and also they have an openness. You can go...I don't know what to do...you know, and they'll go...what about....

In identifying colleagues as leaders, academic staff suggested that traits they demonstrate include being inspirational, setting a good example and being trustworthy. These skills align with the strong interpersonal skills identified by Lierman et al (2000, cited in Harris and Muijs, 2003) in that key to being an effective teacher leader are the skills of building trust, excelling in subject discipline, but also showing initiative, taking projects forward and networking effectively. Other aspects of the teacher leadership model put forward by Ghamwari, (2010, p308) such as those of pedagogical expert, cultural developer and liaison, are evidenced and applied in the case study context.

One of the prevalent qualities of a leader emanating from the teacher leadership literature is that 'teacher leaders are, in the first place, expert teachers, who spend the majority of their time in the classrooms but take on different roles at different times' (Ash and Persall, 2000, p15).

The fact that teacher leaders are experts in their subjects was also drawn out in the research; one formal leader noted of Senior Lecturers:

I'm really interested how the role of the SL will develop. I'd like that role to develop very specifically focussed in teaching and learning and there is a danger that it could veer off into research. Obviously to be an SL you have to be at the top of your game in terms of subject knowledge, but I would really like to see that post enhancing teaching and learning

In terms of personal capacity, Frost and Harris (2003) also recognise knowledge, alongside authority, situational understanding and interpersonal skills as those being typical of an effective teacher leader. The development of the SL role at UC may well capture skills of authority, knowledge and interpersonal skills, although perhaps insightfully, the knowledge of 'situational understanding' was pertinent in the eyes of one SL who reflected that:

I'm not sure they've chosen SL's on the fact of their expertise in teaching I think they've chosen them because they can impact upon the student experience

The 'situational understanding' from this perspective can arguably be seen to be a desired trait of a leader of teaching and learning within the case study institution. In particular, the appreciation of the political context, and particularly the notion of 'student as consumer' (DBIS, 2011) would seem to be of importance.

Within Higher Education, the empirical literature around academic leadership has also placed emphasis on the 'expert teacher'. A particular study of the characteristics of outstanding university teachers (Bain, 2004) concluded that 'without exception, outstanding teachers know their subjects extremely well' (2004, p15). The expertise of staff in terms of their subject area was evidenced by academic staff in terms of teamwork and collaboration:

I think because of the nature of the programme and the diverse nature of events – we've all got different experiences, so you can tap into different people's knowledge, you know if they've worked in a particular sector, or on particular types of events.

This expertise of staff is not surprising, given that the teaching and learning strategy advocates that the staffing profile at UC 'reflects the specialist vocational nature of UCB, with teaching teams having both industry experience and academic credibility' (UC, 2010, p3).

In addition to expertise in both subject and pedagogical knowledge, Snell and Swanson (2000, p443, cited in Muijs and Harris, 2003) found that teachers who emerged as leaders had also developed high level skills in the areas of collaboration (working with other teachers), reflection on their own practice and empowerment of themselves and others.

In terms of collaboration, respondents cited a number of scenarios in which information is exchanged and decisions are made regarding the development of programmes they manage, and the delivery of such programmes. These include team meetings', informal meetings, and work within the Teaching and Learning Group. Within the Teaching and Learning group, for example, academic staff are encouraged to propose ideas and exchange information that may lead to the more effective delivery of programmes. This has been evidenced lately by changes to the induction procedures for new students, and the undertaking and reporting of e-learning research which contributes to the development of the e-learning environment for students.

Shared decision making within the context of collaboration is seen as key in the literature. Muijs and Harris (2003, p442) suggest:

in order for teacher leadership to flourish, there needs to be more emphasis on devolved and more shared-decision making processes

(Muijs and Harris, 2003, p 442)

It has already been shown that formal leadership have arguably instigated a form of shared decision making in the creation of AMT sub-groups. These have been created with the view of enhancing practice in the areas of HE Student achievement, Academic Practice and HE Student Retention (Appendix G). However, the difficulties of this process have been anticipated:

If you broaden anything, it becomes more difficult to keep the focus and you need to have a strong focus...the danger is you have things going off all over the place and it becomes dysfunctional. There is some control, in that there is a structure to it, and in that you've got groups led by members of AMT, and report to AMT, and there is, ...control is too strong a word, but you have responsibilities for each other's activities in some respect

Whilst AMT members may have responsibility for each other's activities, the time factor allowed for decision making may mean that the decision making process has the potential to become protracted ('full' AMT meet once a term). In essence, this particular leadership model reflects the 'dissipated' model put forward by Gosling et al (2009) where:

leadership is too broadly diffused across groups with little accountability or responsibility for implementing decisions and actions. This was a frequent criticism of the committee structure, described as a 'washing machine' where decisions go round and round remaining unresolved and disowned.

Gosling et al (2009, p42)

The ineffective sharing of information, among both formal and academic staff can potentially obfuscate the benefits of an effective professional learning community, which for several authors, (Harris, 2003, Ghamwari, 2010) is seen as inherent in driving forward an environment in which leadership may flourish.

Much more is now known about the conditions under which teachers develop, to the benefit of themselves and their pupils. The problem remaining is how to build learning communities within schools for teachers and pupils. Schools need to build a climate of collaboration premised upon communication, sharing and opportunities for teachers to work together.

(Harris, 2003, p78, cited in Thorpe et al, 011)

Evidence suggests that teacher leadership not only flourishes most in collaborative settings, but one of the tasks of the teacher leader should be to encourage the creation of collaborative cultures. (Muijs and Harris, 2003, p443). In part, arguably this opportunity has been thwarted by the removal of team teaching on modules; where previously academic staff had consulted and collaborated on pedagogic issues around delivery of both lectures and seminars, staff now undertake this role independently. This approach is seemingly in contrast to the 'change' academy example cited previously, where there was a deliberate creation of 'space' in which staff may consult and develop projects than instigate positive change.

The development of the professional learning community among academic staff arguably extends to the effectiveness of networking, both internally and externally. Some academic staff were enthusiastic in citing the benefit of networking that they did, one staff member suggesting:

When I went abroad it was fabulous. I learnt so much about the way the Dutch look at Education and because it was International there were some French people, there, one from Germany, Hungary...and it was a great networking thing . You also get a fantastic learning of not so much how they teach, but their philosophy of education. I like going to conferences because I like to meet up with people...I really enjoy it; you get to see really interesting speakers.

Advantages of networking were also acknowledged by one formal leader who noted that:

Yes, networking... you see numbers of staff becoming more and more engaged with becoming external examiners and going to more and more places. More and more we're getting the comment, in HE assessment...that oh we thought we were very bureaucratic in what we do, but now we've been to a few other places, we realise why you do it...the sort of message they've come across. So that has helped to develop a sense of acceptance of why we do something a certain way - so reaffirming what we do

One other benefit of networking emanating from this particular research is the ability for academic staff to benchmark their subject delivery and academic practice. In light of the competitive environment, networking could be seen as essential to delivering on student satisfaction (DBIS, 2011).

As one formal leader noted:

Well, the benefits (of networking) are to update the curriculum, benchmarking as well, seeing what other institutions are up to.

This outlook extended to academic staff and their ability to initiate certain activity; when asked how leadership activity benefitted the teaching and learning function, one staff member noted:

..looking at what the key issues that students will be looking for in our programmes, so enhancing it and making it more attractive and ensuring that we're competitive in the marketplace. I get involved with the National Student survey, picking up on trends. We do a presentation to the final year students about the NSS survey itself as some student were getting a bit confused about the questions!

Whilst networking can be seen to have advantages, there are seemingly some opportunities to increase the effectiveness of networking. Asked if information gleaned from networking was disseminated to staff, one academic suggested:

There are things I add in...any research you do, you disseminate to your colleagues. I came across one of those really interesting (lectures) about creativity and the first thing I did was send an announcement out to the students (through UC online) and I got some really good feedback.

Students may therefore potentially benefit from staff networking in terms of curriculum updates, but not academic staff. The dissemination of networking activity could also be cause for concern:

External examining, through networking I do learn a lot by looking at other people's courses. Hand on heart, does that get utilised by UC, I would have to say no.

Other challenges exist in terms of engaging the academic community.

One formal leader suggested:

It only seems to be active people who want to go off and to go and actually be engaged with others at conference events.

Some staff suggested that time was an issue in terms of being able to network, however formal leadership suggested:

Time is always as issue, but I don't think it's the main issue. I think it's probably to an extent where we sit in terms of FE and HE. I think if we were only HE there would be the Association of Colleges, if we were only FE we would be much more involved in networking that takes place within HEI's.

Whilst there are examples of networking and evidence of CPD around subject discipline, interviews from academic staff indicated that there is an apparent paucity of networking and CPD around pedagogic disciplines. This is also reflected in the qualitative data from questionnaires; arguably the additional projects and initiatives undertaken by staff, and illustrated in Appendix H. These, for the most part appear subject based as opposed to pedagogy, per se. They may also reflect the notion of 'pulsating leadership' whereby leadership skills are undertaken periodically according to project based tasks, but are not built upon long-term in terms of any structured approach to developing leadership capacity. Harris and Muijs (2003) suggest that teacher leadership not only needs to focus on the development of teachers' skills and knowledge, but also on aspects specific to their leadership role. Katzenmeyer and Moller,

(2001) have also advocated that skills such as leading groups and workshops, collaborative work, mentoring, teaching adults and action research should be incorporated into professional development programmes to help teachers adapt to their new roles in leadership.

Within the theoretical model of conjoint agency (Gibb, 1968) 'the most active followers often initiate acts of leading' (Gibb, 1968, p252 quoted in Thorpe, Gold and Lawler, 2011). This leadership activity, in part, might have been recognised in appointing SL's; one formal leader suggested that there was an element of 'self-selection' among this cohort, and one SL suggested, 'I don't think of myself as a leader, but I do like to find things out and make suggestions as to where I can influence things'.

Developing competencies

Questionnaire responses indicate that there are different perceptions of the leadership of learning and teaching among academic staff. Nearly all respondents indicated that they perceive they are a leader of teaching and learning in the classroom, but as a leader of teaching and learning on a wider scale, then academic staff did not feel they had an influence. However, many staff indicated strongly that they would like an opportunity to lead projects that enhance the teaching and learning function college wide. There is the question as to how leadership capacity is identified and developed.

Muijs and Harris, (2003, p 442) suggest that it is important that those in formal leadership positions 'encourage teachers' continuous learning, by providing the time and resources for continuing Professional Development (CPD) activities and ..to support and validate the concept of teacher leadership

The formal leadership stance seems to support the development of leadership competencies:

I would see part of my role as creating an environment where opportunities exist, where you are encouraging people to take the lead in different aspects, rather than somebody deciding that. I mean that happens as well, in a more formal capacity. That happens, through PDR, through people's career, in discussion with their line managers, where they see themselves in terms of what they would like to do, and then their line managers creating and facilitating that through exposure to different activities, through staff development, through personal development, both structured and less structured. So yes, I think probably, inevitably there is a formal and informal route to developing that, and both are important.

This approach seemed to be ratified by academic staff, one of whom noted in respect of leadership opportunities suggested:

For advice I would talk to my line manager.

A high percentage of academic staff indicated that they had considered applying for leadership roles. At the time of the questionnaire, the Senior Lecturer roles had not been created, so it is assumed that the formal leadership roles in question, would be Deans and Assistant Deans. Despite the seeming derision with which the post is held, most staff would consider applying. However, the motivation for applying is not one which

was explored within the research. Staff may be applying for very pragmatic reasons such as an increase in pay, rather than any desire to raise standards or have a vision of inspiring excellence in teaching and learning. Whilst Bolden et al (2009) suggest that at all leadership is to do with power and authority, the premise that some staff might undertake leadership in order to enhance teaching and learning has to be considered. Staff who would not apply for formal leadership cited those reasons aligned with the literature around reluctant leaders (Gleeson, 2008); those being taking them away from students and from their subject area in particular.

5.4 A model for 'An Effective Leadership Framework'

In part, to summarise this chapter, the model of a proposed 'Effective leadership framework for Distributed Academic Leadership' is put forward in Figure 5.1 below. The model shows that there are a number of key elements perceived to influence and facilitate a Distributed Academic Leadership approach that may enhance the teaching and learning function;

1. Leadership activity should be informed by the effective communication of the teaching and learning strategy

In part, for any Distributed Leadership to be effective, there has to be a strong communication by formal leaders of the teaching and learning strategy. Effective communication of strategy is seen as an essential trait of effective leadership (Bryman, 2007). This communication would give academic staff a framework for conducting leadership activity and

enables them to assess any outcomes from leadership activity against organisational strategic objectives.

2. Staff networking around subject and pedagogic approaches should be aligned with the teaching and learning strategy

The benefits of networking have been shown to include benchmarking of practice and developing competencies. In addition, networking may provide for updating around policy and external influences for an organisation. In order to be effective, however, networking opportunities must be aligned with the overall teaching and learning strategy in order to assess where networking activity may be of particular benefit.

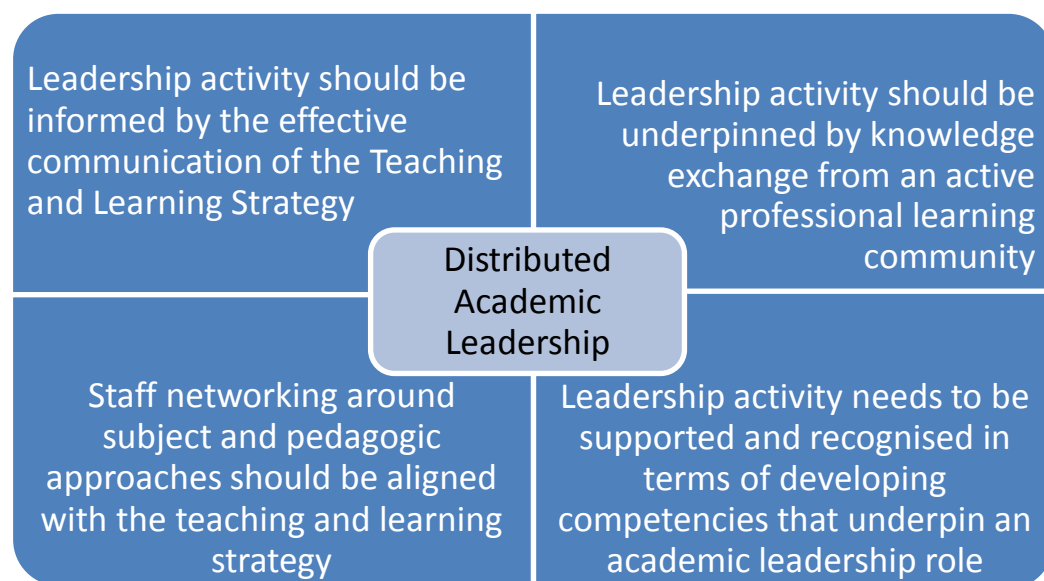
3. Leadership activity should be underpinned by knowledge exchange gained through an active professional learning community

There needs to be the existence of a strong and active professional learning community that should inform best practice and enable staff to draw from current research in conducting their own leadership projects. Evidence around the professional learning community suggest that this is a forum that would enhance academics knowledge, develop effective teams and increase overall motivation for participants (Muijs and Harris, 2003).

4. Leadership activity needs to be supported and recognised in terms of developing competencies that will underpin an academic leadership role.

Staff who wish to undertake leadership activity should be given the tools to develop their leadership competencies. Skills such as leading groups, mentoring, and developing collaborative work could all be considered (Katzenmayer and Moller, 2001) in order to support leadership development. In addition, it is important that formal leadership encourage the continuous learning of those well placed to 'step up' to academic leadership; this may be acknowledged by allowing time and resources for continuing professional development (Muijs and Harris, 2003), especially for those already assigned any Senior Lecturer roles. Leadership activity is developed through the interaction of many players and sub-groups, with leadership 'pulsating' in response to particular initiatives or projects; a more consistent approach to continuing professional development may allow for more sustained leadership activity.

Figure 5.1 A proposed Effective Leadership Framework for Distributed Academic Leadership



This framework illustrates how a Distributed Approach may foster leadership activity from both a formal perspective and through the leadership activity of academic staff, as it relates to the enhancement of teaching and learning. Whilst much of the literature around the Distributed Approach suggests that the leadership of learning can emanate from effective teacher leaders (Katzenmeyer and Moller, 2001), it is thought that strengthening the communication around the Teaching and Learning strategy, in addition to relevant policy updates, will provide for a more effective overall leadership approach (Bryman, 2007). This in particular will address the data that showed a lack of awareness of these policies.

The institutional conditions in terms of size and leadership approach are thought advantageous in terms of extending and strengthening the professional learning community (Katzenmeyer and Moller, 2001). It is thought that opportunities to extend the work of the Teaching and Learning Group across college will provide for more effective leadership of the teaching and learning function (to include communication around policy developments) whilst providing conditions in which leadership may be evidenced as a collective form (Ball 2007). Through this initiative, it is suggested that academic staff may initiate teacher leadership activity around teaching and learning (Ghamwari, 2010) that is reflective of a distributed approach.

Chapter 6.0 Conclusions and Recommendations

This thesis has given an account of the concept of Distributed Leadership and its application within the Higher Education sector. In particular, the study set out to investigate how the Distributed approach to leadership may enhance teaching and learning within a specific Higher Education institution, taking into account any perceived political influences that may affect this provision. Uniquely, this study has drawn upon Teacher Leadership theory from the schools sector and applied this within a Higher Education context. In doing so, it has addressed the research questions outlined in the introductory chapter. The following conclusions can be drawn from the study.

6.1 Conceptual frameworks and the development of Distributed Leadership theory

Whilst the majority of empirical study around Distributed Leadership has been evidenced within the schools sector (Bolden, 2011), the findings of this research indicate that key conceptual frameworks and leadership approaches have also been considered within the Higher Education sector, but to a much lesser degree. Nevertheless, Bolden et al, (2009, p15) go as far to suggest that ‘the ‘majority of research on leadership and management in Higher Education concludes that leadership in HEI’s is widely distributed, or should be distributed across the institution’.

Existing research around Distributed Leadership in Higher Education is limited. In particular, empirical study in this sector has not engaged with those for whom Distributed Leadership is purported to involve, i.e all levels of an institution (Bolden et al, 2009). This research is therefore a representation of a more holistic approach to the concept of Distributed Leadership in Higher Education.

This research has highlighted that the concept of Distributed Leadership has evolved as an alternative to the transformational and heroic leadership models in education (Bryman, 2007) and whilst Distributed Leadership has had multiple interpretation in terms of concept, it has now 'become the normatively preferred leadership model in the 21st century' (Bush, 2013, editorial).

The concept of Distributed Leadership was first put forward by Gronn (2000) as an alternative to some broad 'polarities of leadership thinking' (2000, p317) and his conceptual paper provided a platform upon which other authors have developed and considered the Distributed approach. The concept often draws comparison with aligned concepts such as 'dispersed', 'collaborative', 'democratic' and 'shared' approaches (Oduro, 2004), and as such the concept is often misunderstood (Harris, 2003). However, Spillane (2004, p4) suggests that 'distribution cognition' and 'activity theory' provide the 'conceptual foundations' for the distributive perspective.

The notion of 'concertive action' (Gronn, 2002, p5) in terms distributed leadership being more than the sum of its parts, has given rise to further models that include the notions of 'Spontaneous collaboration', 'Shared roles' and 'Institutionalisation of structures working together' (Gronn, 2002, p5). It is this concentration on 'activity theory' (Bennet et al, 2003, p23) that gives rise to further taxonomies and frameworks that specifically focus on contextual and situational dimensions of the Distributed approach. Several authors including Bennet et al (2003), MacBeath et al (2004) and Spillane (2004) have all put forward frameworks in this regard, and it is these frameworks upon which much of the later studies around Distributed Leadership have been drawn.

Gronn (2008, p5) has considered that Distributed Leadership has its limitations and that more recent leadership analysis represents a 'hybrid' approach whereby multiple facets of leadership operate alongside one another. Arguably what is fundamental to the success of the Distributed model is 'the changing way in which formal leaders understand their practice and the way they view their leadership role' (Harris, 2013, p546). For leaders in Higher Education, an understanding of practice has been evidenced by recent studies such as the rise of the professorial leader (Mercer, 2013) and the notion of 'academic leadership' (Blackmore, 2012). These emerging themes have arguably been influenced by the need to provide effective leadership in times of considerable change, influenced, in part, by the political changes in the sector.

6.2 The Political context of HE and influence on Teaching and Learning

With regard to policy influence at UC, findings indicated that those in formal leadership positions were able to cite specific policy that they considered influential in the provision of Higher Education programmes, and for the most part, these influences were reflective of the competitive environment in the sector (Bolden et al, 2009). Formal leaders each had a slightly different perspective on the impact of policy, likely reflecting their particular role and personal background in terms of educational leadership. The notion of student as consumer (DBIS, 2012) was evident in their responses. Some formal leaders who had responsibility for Further Education provision within UC also cited additional policy influences such the widening participation agenda, and the provision for apprenticeships. The institutional identity of UC is thought to be significant in this regard. The FE influence is strong, and allows for good practice to be transferred within the professional learning community; given that UC is a specialist teaching and learning provider, it is arguably in a strong position to respond to current drivers around excellence in teaching.

The notion of policy influence manifesting itself in teaching and learning practice was highlighted in the use of the National Student Survey (NSS, 2012). This, together with KIS data is perceived to be used by formal

leadership at UC as a significant benchmarking tool, not only for teaching and learning, but for all areas of student satisfaction.

The research has shown that academic staff have an interest in policy and recognise that it could influence teaching and learning provision. Some staff would appreciate more communication and updating regarding how policy affects their role; however there was disparity in terms of how well updates were communicated. Bryman (2007, p3) suggests that in terms of effective departmental leadership in Higher Education 'a very significant feature of the expectations of academic staff in particular are: the maintenance of autonomy, and consultation over important decisions'. (Bryman, 2007, p3). Some disparity in staff perceptions around communication could be explained by differences in school procedures and the way that information is disseminated.

From a formal leadership perspective, there is a perceptions gap in terms of the necessity of communication around key policy. The inference that policy is always changing suggests that updates around policy could soon become redundant. However, the translation of policy into the requirement of key indicators of teaching quality was seen as highly relevant for some formal leaders.

Whilst some staff are aware of, and interested in policy, it is not this knowledge, per se, that is important. What is important is how that policy may translate in measuring their teaching performance. If results of the National Student Survey and reliability of KIS data are to genuinely affect

the viability of programmes, as suggested by formal leadership, then academic staff should know how their teaching is being measured.

6.3 Formal Leadership approaches and Distributed Leadership in Practice

Formal leaders perceive there to be a Distributed approach to leadership at UC, in terms of a literal distribution of roles and decision making. Some existing approaches, especially within the AMT may be aligned with the theoretical concepts of Pragmatic and Opportunistic Distribution (Macbeath et al, 2004). Whilst formal leadership at UC suggest this extends the leadership opportunities to the wider academic community, this does not happen in reality. One of the difficulties of extending leadership in a formal way – pragmatic and deliberate leadership is that groups (AMT) become disjointed and decisions are made which may not advantage the whole academic community.

Whilst there is perceived to be a supportive network in terms of fostering leadership among staff, this approach suggests encouraging staff in terms of progression to formal leadership roles. In seeking ‘improved organisational performance’ (Harris, 2013, p551) formal leaders need to create conditions where leadership capacity is enhanced. In part, the leadership in terms of teaching and learning has been addressed, by the creation of Senior Lecturer roles. However, there is an opportunity to create a more ‘Effective Leadership Framework’ in terms of providing

overall vision and direction for all academic staff, in order that overall leadership capacity in teaching and learning might be enriched.

Overall vision and direction, in particular with regard to the Teaching and Learning Strategy is currently ineffective. Whilst it was anticipated that staff would not know the exact details of the strategy, it was *not* anticipated that they did not know it existed. Academic staff indicated that they would prefer a more direct approach in terms of communication of strategy, and it is proposed that this in turn may allow them to see how leadership projects or initiatives may fit into the wider strategic aims of the institution. Senior Lecturers are in a good position to respond to the need to focus on student improvement, but this needs to be done in collaboration with formal leaders, and with a view to wider dissemination of good practice.

6.4 Drawing parallels with Teacher Leadership theory

The research set out to find if there were parallels with activities of academic staff at UC and the theory of the 'Teacher Leader' (Harris, 2003). There is evidently a 'pulsating' nature of leadership activity, with staff using and engaging leadership capabilities, often dependent upon project specific initiatives.

It was evident that academics are undertaking a number of tasks and initiatives that could be aligned with those of the teacher leader. These

include taking on external examiner roles, organising student visits, mentoring new staff and identifying new approaches to practice. The benefits of existing leadership activity could be seen to be curriculum updating, and developing subject expertise for staff.

However, there are opportunities for the social interaction and reciprocal nature of the practice of leadership (Harris, 2013) to be extended with regard to teaching and learning. As 'an organisation's ability to improve and sustain improvement largely depends upon its ability to foster and nurture professional learning communities' (Holden, 2002, cited in Harris and Muijs 2007, p440) this is an area that should be a key focus for UC. The leadership of teaching and learning is currently manifested in informal interaction among staff and whilst this is seen as a strength of the organisation, interaction among staff is often fragmented. In part, the instigation of the professional learning community may have been negatively affected by the removal of team teaching. However, there are opportunities this will improve the opportunities to develop the professional learning community. Staff need 'space' both literally and figuratively in order to enhance a collaborative culture around improving teaching and learning.

With regards to extending the leadership of teaching and learning through networking, research findings indicate that this takes place both internally and externally, with the perception from some formal leaders that this self-initiated task that falls to the few. Formal leadership suggests that overall networking may have been negated by institutional identity, in terms of teaching and learning practice encompassing both Higher and

Further Education. Some networking, whilst useful for individual development might not always enhance organisational objectives, particularly with regard to teaching and learning. Networking, where it did take place, tended to be subject based, as opposed to pedagogy based.

6.5 Continuing professional development and formal leadership training

The research findings suggest that leadership potential of academic staff is underutilised. Many staff indicate that they would consider applying for formal leadership; this indicates that they have some motivation for leadership roles. It does not necessarily mean that they would make effective leaders. The leadership perception of academic staff is that leadership is associated with position as opposed to leadership of teaching and learning.

Some academic staff indicated reluctant leadership qualities in line with Gleeson's findings (2008), but this is to do with the perception of leadership to do with middle management. Leadership of teaching and learning may be more attractive for some.

The Distributed Leadership model should be a vehicle for staff development in teaching and learning through which leadership capacity can be developed. In this regard, there is an opportunity to extend formal leadership training for existing staff. Formal leadership training was

referred to in terms of post graduate qualifications, but other formal leadership training that could potentially benefit the teaching and learning provision did not appear to be considered. A challenge is to see leadership as an organisational resource that is maximised through interactions between individuals and teams that leads to problems solving and new developments that may ultimately enhance teaching and learning.

Whilst the research has shown that a model that encourages Distributed Leadership has the potential for enhancing teaching and learning through networking, shared decision making and the Continuing Professional Development of staff, there are perceived challenges with regard to capturing good practice and disseminating this to the whole academic community. In response, these conclusions suggest several courses of action for UC that could enhance the overall teaching and learning function;

The proposal of an Effective Leadership Framework for Distributed Academic Leadership is the result of a holistic study that takes into account the leadership activity of both those in formal leadership roles and academic staff, for whom the primary activity is teaching and learning. This holistic approach makes a clear contribution to knowledge in the field of Distributed Leadership and in particular engages with a level of leadership not previously addressed in empirical studies around the distributed approach within Higher Education (Gosling et al, 2009), i.e

academic staff. This work also contributes to knowledge in this field by drawing upon theoretical concepts from the school sector and applying them within a Higher Education context.

6.6 *Recommendations*

- It is recommended that formal leadership communicate the overall strategy more effectively, in particular with regard to the Teaching and Learning Strategy. This will strengthen the overall leadership effectiveness and provide an Effective Leadership Framework with regard to enhancing teaching and learning.
- Opportunities for the leadership of teaching and learning should be more consistent in being offered to the whole of the academic community
- Further ways in which to identify leadership capacity within academic staff should be explored, possibly through targeted questioning within Professional Developmental Review (PDR)
- An environment in which staff can 'step up' to lead projects should be created. Also, further formal leadership training for Deans and Assistant Deans should be considered in terms of mentoring, the leadership of teams, conflict management etc. to underpin the effective delivery of the teaching and learning strategy. The leadership potential, already identified in Senior Lecturers should also be developed, with particular focus on pedagogical enhancements. Again, this should be done with alignment to the teaching and learning strategy.

- Networking opportunities should be encouraged among academic staff, particularly with regard to benchmarking existing practice. Existing leadership activity undertaken by staff, to include networking and subject specific research should be more closely aligned with the overall teaching and learning strategy
- Academic staff should be encouraged to take on leadership projects that relate to pedagogical practice, alongside subject specific research
- It is recommended that a more consistent approach is adopted in order to inform staff about developments that affect their teaching and learning role. Stronger and more regular communication of policy influence, in particular the measurement of teaching quality would be useful. Regardless of whether QAA do introduce an observation method in terms of assessing teaching quality, it is essential that academic staff know how they are being measured in terms of teaching quality. This gives staff a framework within which to deliver their teaching.
- In order that leadership capacity be fully utilised, opportunities for developing the Professional Learning Community need to be increased and developed. Formal ways of instigating this need to be explored so that excellence in practice and dissemination to the wider academic community are achieved.

Acknowledgements of limitations

Alongside those limitations already mentioned within Chapter 3 of this study, there are a number of further caveats that are worth of mention here.

Whilst recommendations may ultimately have positive benefits, including improved communication, a more focussed approach to teaching and learning, innovation in teaching practice and ultimately perceived improvements in terms of National Student Survey, it is appreciated that there is little in terms of measuring the improved effectiveness of the teaching and learning provision itself. Those arguably who are currently measuring the teaching and learning function, i.e the students, are not included in this research.

Additionally, motivation for leadership was not addressed within this study. It is acknowledged that this is an area that may affect the 'take up' of leadership activity. Motivation around leadership may well be to do with improving the student experience, but this may also be a naïve assumption, given that staff may be having to take additional responsibilities in order to move up the academic pay scale.

The Professional Development Review (PDR) process has not been specifically addressed within this thesis. This is an element of the Human

Resources function that may usefully support the overall development of an Effective Leadership Framework.

Finally, these findings suggest several courses of action that may enhance the overall teaching and learning function within a specific Higher Education Institution. The recommendations are made having critically reviewed conceptual frameworks and empirical evidence around the Distributed Leadership model, and the associated models of Teacher Leadership. In drawing upon Leadership enquiry from the schools sector and applying this in the Higher Education context, a unique model, in terms of an Effective Leadership Framework is put forward. Adopting this framework may be one way of taking forward leadership activity and improving overall effectiveness with regard to teaching and learning for the institution in question.

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Appendices

Appendix A Work plan example 'Doctoral Discipline 2013'

Time/Dates	Activity	Notes/Comments
<i>By 18th January</i>	Transcribe formal interviews	GW + 3 others DONE
Semester break, (3 weeks) <i>By 8th Feb</i>	Interviews x 12	4 per week DONE
(3 weeks) <i>By 1st March</i>	Transcribe interviews	4 per week DONE
(2 weeks) <i>By 15th March</i>	Data analysis	Minitab (moved to later)
(1 week) <i>By 22 March</i>	Theme findings	DONE
Easter break		3 weeks Possibly revisit bibliography DONE
(3 weeks) <i>By 3rd May</i>	Literature Review	5K /15K MSc Residential Palma 22-26 th April DONE
(2 weeks) <i>By 17th May</i>	Methodology	4.5K <i>Nearly Done!</i>
(4 weeks) <i>By 14th June</i>	Analysis/Findings	20K Includes Half term (<i>we are now away</i>) <i>Heavy marking</i>
(3 weeks) <i>By 5th July</i>	Further analysis/discussion Meet with Ian 5 th July	7K Exam boards
(2 weeks) <i>By 19th July</i>	<i>Latest draft (findings and analysis) to Ian by 19th July</i>	To Ian
3 weeks	Break (USA)	
19 th – 23 rd August	Conclusions and Recommendations	To Ian 23 rd August (are you around?)
30 th August	Final complete draft hand in (Friday after Bank Holiday)	To Ian (how long do you need to review) Meeting for Final amendments?
???	Hand in for binding	Submit 13 th Sept?

Appendix B Copy of questionnaire

Enhancing Teaching and Learning through Distributed
Leadership: perspectives from Higher Education

Attention all academic staff – please take a moment to read

If you are a member of academic staff please take a few moments to complete the attached questionnaire, which will help inform my Doctoral Research. This should take no more than 10 minutes.

The questionnaire will be anonymous, and therefore individual lecturers will not be named in any outcomes or reporting of this research. If you have any questions about the research, please speak to me, or contact me at S.Edwards@ucb.ac.uk.

Completed questionnaires can be handed in to a member of conference staff, given to me in person, or put in the internal post

Many thanks for your time.

Sarah Edwards
School of Hospitality, Food and Events Management
Postgraduate Centre
Rm 403
Colmore Row

Enhancing Teaching and Learning through Distributed Leadership

Section 1 – About you

1. Are you: (Please tick one)

Male

Female

2. How long have you taught in Higher Education?

Please answer in years (round up to the nearest year)

3. How would you describe your own role? (Please tick any that apply)

Year Manager

Lecturer

Researcher

Other (Please specify) _____

Section 2 – Your role and the Higher Education context

4. Please rate the following statements on a scale of 1-7, with **1** being **strongly agree** and **7** being **strongly disagree**

I am well informed about policy developments in Higher Education

Policy developments are relevant to my day to day teaching

Teaching will be highly scrutinised in light of tuition fee increases

I am well informed about strategy at UCB

I am kept well informed about developments that may affect my role

5. Are you affiliated with the Higher Education Academy in any of the following roles? (Tick one)

Associate Fellow
Fellow
Senior Fellow
Principal Fellow
No/not sure

Section 3 – The leadership of learning and teaching

6. Please rate the following statements on a scale of 1-7, with **1** being **strongly agree** and **7** being **strongly disagree**

I consider myself to be a leader of teaching and learning

I am responsible for the leadership of learning within the classroom

I continuously aim to improve my own classroom teaching

I act as a mentor to colleagues

I am a curriculum specialist

I have specific subject expertise

I influence others towards improved educational practice

6. Which of the following roles have you undertaken: (Tick all that apply)

Module leader

External examiner

Organised and led a student trip

Leading a specific project

If yes, please expand _____

Initiated links with industry

If yes, please expand _____

Taught overseas

Leading the development of a new programme

Section4 – the Professional Learning Community

Please rate the following statements on a scale of 1-7, with **1** being **strongly agree** and **7** being **strongly disagree**

In terms of Teaching and Learning

☐

I receive all the support I need to deliver effective teaching

It is clear whom I should approach if I am finding any aspect of teaching challenging

There is a strong teaching and learning community at UCB

I network outside of UCB with regard to teaching and learning

Section4 – developing leadership capacity

Please rate the following statements on a scale of 1-7, with **1** being **strongly agree** and **7** being **strongly disagree**

I am given the opportunity to lead on specific projects

I would like to be given the opportunity to lead on specific projects

I would like to extend my role in order to improve college-wide teaching practice

I am happy to discuss leadership opportunities with my line-manager

I would consider a formal leadership role in the future

If you would not considered a formal leadership role, please tick the reasons that apply (tick all that apply)

I feel it would take me away from my subject area

I would have less time with students

I feel it would impact my work/life balance

I do not feel qualified

I do not have the skills

Other (please expand)

Please add any further comments you may have in the box below:

Thank you for completing this questionnaire

Appendix C – example transcript academic staff showing constant comparative enquiry notes

Transcript	Notes
<p>Can you confirm how long have you've worked here and your current job role?</p> <p>I'm a lecturer in the school of Tourism I've worked here for 8 years, since October 2004.</p> <p>Ok</p> <p>So I work across the school, currently I module lead for modules in Hospitality, and Business and Marketing and also Tourism</p> <p>Ok</p> <p>I'm also a Year Manager for the final year.</p> <p>Right, Ok. So how many students do you look after?</p> <p>Err final year at the moment is 91 Tourism Business Management</p> <p>Ok and as your role, what is your main responsibility? Would you say it's year management, or teaching and learning? Or...</p> <p>Umm I would interpret it 3 ways I think. Clearly the day to day – looking after a range of students with mixed abilities – I think that that is important. I think that is perceived as being important, by UCB, again one of the key issues, here is about support.</p> <p>Mmm</p> <p>And we go on to talk about teaching, learning and assessment. The Year Managers role is perceived as important, and I can understand that, umm I do module lead for 4 different modules</p> <p>OK</p> <p>So I think what I provide to the college umm is management and development of those roles and over the years have been responsible for developing a number of new modules and developing existing modules... stuff like destination marketing, stuff like Marketing communications, those were new modules and then managing larger modules like Hospitality Tourism Modules, which at its height had about 300 students.</p> <p>OK</p> <p>Umm the third element, the academic side, we are a University, after all</p> <p>Yep</p> <p>We are duty bound to carry out academic work personally I think that also is a key part of what we do</p> <p>Mm</p> <p>And personally perhaps we'll talk further ..that's an area that perhaps we should pay more attention to.</p> <p>OK. Nicely put. So, in your role, are you aware of current policy, and by that I mean Government policy I suppose, on teaching and learning</p> <p>Yes</p>	<p>Previous Management role</p> <p>Gov policy not seen as relevant</p> <p>Wanting more from formal leadership?</p> <p>Curriculum updating</p> <p>Personal traits – communication</p> <p>Leadership of learning</p>

<p>Yes Yes, I would say Government teaching. Ummm Is that through personal interest, or does that somehow reach you from above? (Laughing) I'll answer that in 3 ways. First one, as part of my teaching qualification, ok that was a few years ago now Yep I had to read all the strategies, so I read them. Right, OK, so was this your first teaching role when you came here? Yes it was OK I came from an industry background, I worked for 15 years in destination tourism, um so yeah, bbut I had no choice but to read the documents. Right, OK However, I am also interested in teaching and learning, 'cause that's what I do, so I do like to keep up to date, I do flick through the education supplements, so I am aware and every time you turn on the telly, you have Michael Gove talking about err stuff about Education and the University Minister Mmm And clearly it's important because the Government does seem to have a view on what the role is of education and what the role is of Universities ummm so that's important. Ummm I did apply for a Senior lecturer post so I did again read the learning, teaching and assessment, I am familiar with, you know KIS data OK and the movement towards offering a money supermarket type view of Universities ummm I'm familiar with the work we're doing in the school of Tourism, to umm support, you know, to reflect the HE Framework I think, which I think if you look at the framework...it's much more about employability, more about the extras, rather than the teaching. Is that communicated from above? Not directly No But I think it is indirectly Right, OK I think... So, things like the National Student Survey...does that matter to you , or... Umm yeh it does, because ultimately..well let's take Tourism Business Management...if you look at the statistics, it rates very highly as a course in the UK Yeah And rated as high as courses like Brighton, Bournemouth, and if we rate highly, we will get students applying here Yeah I think that has been communicated certainly through Year Managers meetings OK</p>	<p>Professional learning communities – leading to improvements in T & L and employability</p> <p>Personal traits</p> <p>Focus?</p> <p>Assessments/teaching methods</p> <p>Multi faceted</p>
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<p>Certainly through meetings with er, our Assistant Dean. I think I would be very surprised if anyone in our school wasn't aware there was a student survey ...and actually that it was quite important</p> <p>Right OK</p> <p>Ummm but it goes further. Things like employability</p> <p>Yeah</p> <p>I think anyone who works in the school of tourism, again, I wouldn't think there is any illusion that err key points in Government Policy, rate of student support, much more employability, relevant courses....I think every single person should realise that those are important, and of course that ties in with our overall learning, teaching and assessment strategy</p> <p>Cause those are the 3 facets of that strategy</p> <p>Yep</p> <p>So, no one ever sitsdown and goes 'here you go, here's the strategy, have a read of it...I don't think anyone ever says...I mean I only looked at the mission statement because we were going to have this conversation</p> <p>Yep</p> <p>I think the strategies talking about support, employability, relevance, I think they're pretty obvious to anyone working here...</p> <p>Do you think we're good at supporting our students, as an institution?</p> <p>I cannot believe there is another institution that supports students better</p> <p>And why do you think that is? Is that partly to do with the FE influence or not?</p> <p>Yes, I think it is. I would say 2 things...no 3 things...One is, we still feel like an FE college to me..We still have an FE mentality. When our new Vice-Principal was appointed, she came from an FE background, you know...we may be a University, but the systems come from an FE background and I think that's very important</p> <p>Yep</p> <p>You could argue that students are getting more needy</p> <p>Yep</p> <p>So you could argue that that's not a bad way of being. You could argue that other Universities are having to provide more support.</p> <p>Mm</p> <p>You could argue that other Universities are having to adopt some of the procedures that we have are FE mentality because....I was an external at Staffordshire Uni and they're under the same pressures in terms of student support, and it's in the student survey. If you don't have the right student support you'll get hammered, If students, paying 8 or 9 grand they expect more support, and if you don't give it, you suffer.</p> <p>However, I think sometimes just talk about student</p>	<p>Reluctant leader?</p> <p>FE influence</p> <p>Inpirational teaching!!</p> <p>Traits</p>
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support, I think we need to break that down. There's the pastoral care ..I believe we've employed an extra counsellor, because people seem to have more chaotic lives and that feeds through into our contact with students. I think there's the academic support

Yep

The way teaching is structured, the use of workshops, all the sort of support that you know...formative assessment, I think all that side of things. But I also think students need other forms of support, like finding careers, you know, being helped on their way to make good choices for the next stage. So, that side of the employability I think is something maybe we can improve, the employability I think we're better at Hospitality, links with restaurants, hotels. I think the tourism industry is more fragmented. So yeah, I can't think of a University that has better support. Again, it's in the strategy, more students will copy what we do, rather than us copying what they do

And do you think that FE mentality hinders the HE provision at all, or not? As you say, we support the students very well

That's a good question. And I'm not sure...is a quick answer. You could argue ...you get certain types of modules. You could argue you get modules where all you do is teach a student to pass an assignment. You could argue that the passing of the assignment...

Appendix D Interview transcript (formal leadership)

Transcript	Notes
<p>Ummm, yes....well I suppose that's where your Distributed Leadership comes in. I would say in terms of leading teaching and learning, it is Distributed, it is shared. People take different responsibilities for that. I don't think you can say one person has responsibility for leadership, ...notionally my role has that. I wouldn't say as an individual I am that one person, or have all fonts of knowledge....I think that's inappropriate, and clearly wrong..Leadership is in different places, different stages, leadership is in the classroom, in terms of teaching and learning, leading teaching and learning. It could be within a module, within a school...there's a whole range. I do believe it's distributed in terms of both formally and informally, people taking a lead in T & L because they have a specific interest...or a specific interest in some aspect of it – they become the leader.....Rob Swinnock for example in terms of assessment, in a formal situation, but there are lots of other examples, where you can identify people who have a leadership responsibility for teaching and learning</p> <p>Yes. And even thought they might not have a formal role then, how might you identify an informal leader of teaching and learning. What qualities do you think you might see in them?</p> <p>I suppose the qualities in any leader, or position of leadership, that there is a clear direction, a clear vision, a clear idea of where things are going, or where that person sees them going, and communicates them....so at all different levels. You've still got that, someone who can lead, can share that can, it can be understood by other people.</p> <p>OK</p> <p>Because a leader is not necessarily someone who always has the answers. I think, whether its formal or informal a leader has those attributes, that they can, they are perceived to have a clear direction and clear purpose.</p> <p>And can take people with them..</p> <p>Well yes, yes.</p> <p>OK. So, in essence, looking at leadership capacity, how do you identify that then, within the academic community?</p> <p>How do you identify it for the purpose of rewarding it, for the purpose of disseminating it....</p> <p>I think for the purpose of staff development, ...people wanting to lead. Do they have to speak up at an appraisal...or...</p> <p>No, I would like to think that there is a much more informal process ...part of any leadership role is creating, I would see part of my role as creating an environment where opportunities exist, were you are encouraging people to take the lead in different aspects, rather that somebody deciding that. I mean that happens as well, in a more formal capacity. That happens, through PDR, through people's career, in discussion with their line managers, where they see themselves in terms of what they would like to do, and then their line managers creating and facilitating that through exposure to different activities, through</p>	

staff development, through personal development, both structured and less structured. So yes, I think probably, inevitably there is a formal and informal route to developing that, and both are important.

How does leadership capacity, if you've got those people then who want to take on additional roles or projects, how does that benefit the T & L community?

I think it drives it forward. The whole aspect of leadership is not just having not just a clear idea, but people following you. However, large or small that is. By that very definition that should lead to enhancement.

Can you think of any particular activities that could be seen as doing that?

Pause. Yes. I can think of a number. For example a couple of staff in Danielle's team have been looking at working with students, to get students to think more about their approach to study, and the implications of their own actions, in terms of finding out exactly where I'm at in terms of my grades, classification. So, just raising awareness. No that idea gained momentum, that idea, simple as it is, spread across, and yes, will focus the way we deliver and work with students in tutorial, in terms of bringing that to the fore. Where are you? Where are you going? Raising students responsibilities and their own measurement. Now that is leading teaching and learning in one respect.

And was that a small project based piece of work then, were they working with a small sample of students...?

It started as a small sample, was picked up and developed, and was taken through a formal route, where Danielle, being the Dean of the School brought it to a formal AMT meeting...to share with other schools. This is what we're doing in the school, this is what we see as good practice, and with the intention that other schools will comment on that, discuss it, but also pick it up and say, yes, that works, I can see how that works...

So that's the opposite of cascading...it's coming the other way...whatever that is...the opposite of cascading...

Cascading upwards or downwards or across (laughing)

Yes, but because you have those activities, that without dissemination 'upwards' would go unnoticed, or would not have an effect. So, it's good, isn't it, that it gets to AMT?

Absolutely, because it gets shared across different schools, I mean that becomes a mechanism, not to validate it, but to disseminate it, or to share it.

And does that happen a lot at AMT?

Not as much as it should do.

Right, OK.

I mean the development of the T & L group was to focus on sharing good practice, within a focus of teaching and learning, and I'm keen that we have other small groups doing that, that targets specific things...assessment is a good example. Getting people on board in terms of what we're doing with assessment, how we move it forward, and then taking a lead on that, and sharing that. People will use it how they see appropriate, but the lead has been taken on developing the ideas, moving thinking... Yes, because presumably it is people that are leading teaching

and learning in the classroom, that are closest to it?

Yes

Because in your position, you're actually quite detached, aren't you, from the classroom..so it's not unlikely that those ideas would come from the teaching staff..

Yes, yes. I would say that those ideas must come from the Teaching staff. My role is not to come forward with those ideas, I mean it's not that I don't have ideas. But my role is more to create an environment that facilitates that to happen, rather than impose an edit. But yes, teaching and learning takes place with the student, and the further you are away from the student, the further you are away from teaching and learning, so to sit in an office on the 3rd floor, and say, right, this is what we're doing with teaching and learning...

We have quite an autonomous staff anyway...

Autonomous staff are fine, but you want to share good practice. You don't want somebody in Richmond House, or Colmore Row to have a brilliant idea but only ½ dozen students benefit. I would see my role as trying to take that and share it across the institution, Not to impose it, but to say right, there is that environmnet of being able to freely take a lead and to share that, and to drive things forward.

And how would you do that then, through AMT?

Well AMT is my key route. My key route because that's the structure, and my contact I have with the ...let me think, four hundred and something staff altogether, so...

And, who sits on AMT, just for clarification?

The Deans, Assistant Deans across all the schools, FE and HE

And how often do you meet?

Well, ummm. We have taken a different approach this year. As things evolved we have tried to take a different focus,..AMT used to meet...well, we've had different models. Last year, we had FE and HE AMT's to try and focus on specifi things. Difficulty with that is that you loose FE to HE good ideas, and vice versa. Umm..and the other issue is that it's a very large group..we have the best part of more than 30 people in attendance, so to get anything done across different schools and disciplines becomes very difficult...ummm.. so this year we have launched sub-groups of AMT, so members of AMT have taken, and we've tried to limit that to the number of sub-groups that we can do in an acadmic year, so we want to prioritise, this year, a number of enhancements that we want to focus on and and an AMT member responsible for chairing, leading a group and broadening that group as much as possible, so not just having AMT, but having a sub-group that has other academic memebtrs, interested, keen to contribute, and then that focus group not only to report on what's happening but to advise AMT what action could be taken to enhance T & L. So the structure will be, the groups meet on a regular basis, and there is space timetabled, so they could meet once a week, and the full AMT will meet once a term. And it will meet once a term, at least, and we will have an ad hoc meeting as necessary. Scheduled meetings will be once a term. So it will be a 3 hours session, so a morning, and that will be to feedback what the subgroups have done and at this stage, after the first term, where we're

going in terms of what action we might take. With a view that we haven't just talked about it, but done something with it.

Some outcomes...

Yes

Interesting

Well, (laughter)

It's making it broader and more inclusive. Is that more difficult to keep the direction then, or is it just part of the process?

Both. If you broaden anything, it becomes more difficult to keep the focus and you need to have a strong focus, or an institution needs to have a strong focus...and I think UCB is mature enough to have that strong focus, going back to whether people have read the teaching and learning strategy or not, we've got a clear idea of what we do, and that allows us the luxury, if it is a luxury, of being able to have that, as you say, without losing it. Because the danger is you have things going off all over the place and it becomes dysfunctional. There is some control, in that there is a structure to it, in that you've got groups led by members of AMT, and report to AMT and there is, control is too strong a word, but you have responsibility for each other's activities in some respect

And AMT reports to?

In terms of formal structure, we have, there is EMT, the Executive Management team...Ray, the Vice-Chancellor, Mike and I, Alex, Dave Jones, Dave Luke, Amin and Tim Barker. So that's EMT. And then The Senior Management is made up of EMT plus the Dean's and Directors/Heads of Service, so Alison, Catherine Haywood is the equivalent from finance, So that's a college wide group.

Coming back then, in term of needing a strong vision for AMT, is that driven by the T & L strategy?

Umm

If I said to you, what is the AMT's purpose?

Yes, the AMT purpose...there's a group of Dean's and Directors, so we have smaller groups. So, what is the purpose? It is to provide a forum to discuss the operational activities of the academic aspects of UCB, so curriculum and related aspects from an operational point of view. But also to inform the formulation of strategy through that discussion. So, on one hand it is influencing and led by the T & L strategy, but the other respect it is informing how those strategies are shaped. Which aspect is working well or not working well.

What formal leadership training is available for academic staff?

Formal?

Mmm

Well I suppose a range of formal. Pause. Full qualifications, obviously post graduate such as yours, and I suppose a number of staff in management/leadership roles have embarked on those formal qualifications.

So somebody entering into a Dean role for example, would they get any leadership training? Did you have any formal training, other than your Postgraduate?

Yes. Yes. I like you, I think went to Warwick, but I did an MEd in

Education. I didn't have a management role when I was doing my MEd. Not necessarily, or I suppose with a personal view to progression, but it was more through interest, so I was supported by UCB. It wasn't the case of you now are..

You are designated leader...

However, in addition to that I have undergone other leadership courses. The Leadership Foundation for Higher Education obviously run specific courses..I've been through a number of activities. So I've been through a number of things with them. That's the formal support for Management.

And Deans as well could presumably access those?

And Assistant Dean's, yes. I, again working closely with Deans and Assistant Deans, I line manage the Dean's therefore I do PDR with the Deans so I would be looking at ways in which they develop their leadership skills and discussion with the Deans and Assistant Deans about how other staff within the schools are developed to encourage those. And then should, to use your word, cascade throughout the organisation. So, each person's line manager should be looking at where they develop, whether it's leadership in teaching and learning or other aspects, that they are supported in that. No, I don't think, there isn't, my experience of UCB is that it's not, you don't get your training until you're a manager, or that you've been identified as a potential manager ..it's very much led within schools, within line managers, where you are and where you want to go individually, and somebody supporting you to do that.

Is there an element of self-selection?

Yes, I think there is. So in terms of your question about formal leadership....a whole range of short course, conference, policy meetings as well as the structured qualifications.

Which probably leads quite nicely onto networking. Outside UCB, say the HEA...Do you think we do enough of it?

Networking or HEA?

Networking and HEA...

No I don't think we do enough.

In terms of teaching and learning...

I think we would benefit from greater networking. I don't think that as an institution we get the best out of the HEA. Part of that is that the HEA have gone through a number of changes over the past couple of years and are coming out as stronger now in terms of supporting institutions. I've certainly noticed, over the past 18 months a lot more contact with the HEA. And that is 2 way.

I'm encouraging more discussion with the HEA, more formal work with the HEA in terms of bidding for different projects. For example. Rob Swinnock is looking at a project. That is a project that the HEA will support, not massively only a few thousand pounds. But, I think they are looking at 10 institutions, so it will give us access to another 9 institutions and the networking that goes with that. So yes, I think we should do more. The HEA itself has its limitations...but it does provide a good forum, as I say I don't think we're that good at using. It's very difficult to get the right type of networks, umm, but again, from my point of view but I am encouraging whole range ...I mean we are good at networking with the industry....we could be better, because I

think anyone could.

What then are the barriers to networking? Is it a time issue?

Time is always an issue, but I don't think it's the main issue. I think it's probably to a certain extent where we sit in terms of FE and HE.

Identity?

Yes. I think if we were only FE there would be the Association of Colleges, if we were only HE we would be much more involved in networking that takes place within HEI's. We do a little bit of both. I think that's developing more as we have a much stronger identity.

OK. And just this last point, this issue of developing your career. This was written in the context of more of a traditional HEI....Do you think that's still the case..

Yes, that's the case in a number of HEI's. As part of the leadership foundation, we had a discussion from the VC of East Anglia and he was describing how they are changing the contracts of staff so that they are either research or teaching and they see that as a clear division. They are trying to grow their research, and they intend, or may have already done, so. So clearly, within HEI's there is a divide. He was saying that this will reward academics who just want to teach, and at the meeting, I was the only one from a University College, but they were all disbelieving..this is our sideline...if you choose the teaching and learning group, your academic career is finished...and you're not going to progress as an academic and the only development as an academic is raising your research profile, and at a high level, your REF contribution and star rating, and that is still there. I think that is still there in terms of career progression, because the academics in traditional Universities are those who do get the PCV roles, who do get the rotating, the old red-brick, pre-92 Universities. Post 92 Universities have a much more managerial approach to running the organisation whereas the old universities have a much more academic way of managing the institution. Having said that, some of them are questioning, can we afford to do this...is an academic good at managing other academics. I think that is being challenged. The whole aspect of Academic leadership. As I say post 92 Universities are much more open in terms of not closing off the route ...a T & L route. I talked about how being out of that REF is quite liberating, I think it is in terms of development, if anything it is difficult here to develop an academic profile and what might be seen as an academic career in another HEI. But, offset against that there aren't the barriers for progression for staff in terms of either

Appendix E Interview transcript - Academic Staff member

Transcript	Notes
<p>Can you confirm how long have you've worked at UCB and your current job role? Yes, 4 years and 4 months And counting (laughs) And my role is a Lecturer and Year Manager And can I just ask as what you see as your main responsibilities in that role? Errr, Yes, taking care of, or co-managing the first year cohort. OK So dealing with programme queries... And how many students is that approximately? I would say Sarah we had about 150 OK So a very busy role, lots of admin... OK, so do you see your role, that pastoral role, your main role as a year manager? Yes OK. I would certainly say that that takes up the Highest proportion of my time. Right, OK. And the teaching – how many hours teaching do you have a week Approximately....15 OK. And you teach to what level? Levels 4, 5 and some 6 in terms of optional modules Right, so in your role then, are you aware of current Educational Policy, and by that I mean Government policy, and its influence on teaching and learning? Yes. I'm aware of the White Paper, students at the heart of the System. I know that obviously now there is a changing environment in terms of the HE landscape OK Students have greater choice, greater emphasis of them being at the heart of the System, the idea that we need to make it more accessible, and also looking at quality. I think that quality is key – looking at KIS data OK. And is that, does that come up in your daily role in terms of KIS data, or perhaps the National Student Survey, presumably you've heard of that..? Yes, having to understand the results of the National Student Survey and how that might influence ummm choice, but also demand for certain aspects. So I just had a quick flick through the White Paper, but it's about meeting their expectations, but also the expectation of employers as well, but also how we can shape the curriculum around them, in terms of shaping their future experience Yes, OK. So, also then, in terms of the NSS, would you say then that you know what you're being benchmarked against, in terms of your teaching and learning...is that clearly communicated to you in terms</p>	<p>Previous Management role</p> <p>Gov policy not seen as relevant</p> <p>Wanting more from formal leadership?</p> <p>Personal traits – communication</p> <p>Leadership of learning</p>

<p>of what the students might be measuring you on? I think we have greater communication towards the end of the process If I'm honest – so the results. So then you're aware what you've been measured on, so you're also prepared for the next cycle. We're also actively encouraged to inform students about it for benchmarking.</p> <p>So, do you do that at induction? We don't really have that much to do with it Sarah, to be honest. Umm so no, limited</p> <p>OK. So do you think then that the overall mission and vision of UCB is well communicated?</p> <p>No OK Does it need to be? Yes, It was interesting going through your schedule because I'm aware of the Service before Self motto. I looked on the web for the mission and vision statement...which I got..but no it's not well communicated. How do you think would benefit us if it was better communicated? Would it benefit students, or staff, or both? It relates to your later questions really. I think it helps in terms of providing strategic direction..also motivation for staff as well. It's really important considering it's outlining our commitment, the goals we're supposed to be working toward...the fact that the strategic vision of UCB is 5 years old...saying that we're hoping to enhance the teaching and learning policy, but actually what is it! So more direction would be beneficial? Yes, definitely So, how do you think that could be disseminated? That's a really interesting point. Coming from the private sector, we were used to having frequent meetings, and updates, and it's completely different within the public sector, and certainly this institution OK. Meetings, newsletters, just more staff updated really.. And then people could presumably take that or leave it as they wanted? Mmm(yes) thought it's an opportunity to engage with people and see what other schools are doing, and learn from each other Yep. OK. And are aware of the teaching and learning strategy? I am now!!!(Laughing) I am now, yes But you weren't before? No. So the learning and teaching strategy, and I quote 'aims to support able students to reach their full potential through providing a learning experience of high quality which acts as a foundation for lifelong learning.... So you literally didn't know that that existed?</p>	<p>Professional learning communities – leading to improvements in T & L and employability</p> <p>Personal traits</p> <p>No clear vision?</p> <p>Akin to running a business</p> <p>A more tailored induction for teaching and learning staff</p> <p>Many staff from industry backgrounds/corporate visions better communicated?</p> <p>PLC</p> <p>Assessments/teaching methods</p>
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<p>No</p> <p>OK. And again, would you like that to be communicated?</p> <p>Yes, absolutely, particularly that that's the business we're all in! Yes. I felt quite ashamed and embarrassed actually that I didn't know it</p> <p>No, that's fine.</p> <p>I'm really glad of this opportunity, I've learnt lots.</p> <p>I think it's perhaps, it is the lifeblood of what we do, but there are plenty of opportunities where it could be disseminated...OK. So in terms of your teaching and learning what opportunities are you given in terms of CPD? And perhaps should I say, is this your first teaching role?</p> <p>Yes</p> <p>At UCB, this is your first teaching role?</p> <p>Yes. I think that there are opportunities for CPD. So, for example you can apply to study professional qualifications but it's very much down to the individual to source those opportunities.</p> <p>OK. As part of your contract did you have to do a teaching qualification?</p> <p>Yes. It was a Mandatory requirement, as part of the probationary period.</p> <p>And what form did that take?</p> <p>PGCert.</p> <p>So did your PGCert, how long did that take you?</p> <p>2 years</p> <p>OK. And then since then, so in the 2 years since doing that, have you had any further development in teaching and learning?</p> <p>Yes.</p> <p>I topped up the PGcert, Learning and Teaching in Vocational Subjects to Masters level, and I was really pleased to be able to do that, but I had to justify the relevance and value to the business. Also in terms of CPD it's quite important for membership or accreditation as well, so whether it's membership of Associations, so for HEA or the IFL, so that's incredibly important in terms of status, but isn't very easy to maintain in terms of workload, or timetabling.</p> <p>OK. So you mention the HEA. Are you a fellow of the HEA?</p> <p>Yes, I should be...I have actually applied for it...</p> <p>OK. So you don't automatically get membership having done your PGCert?</p> <p>I think there is a level...but again, you have to follow up and evidence it.</p> <p>And in terms then of CPD around your subject area, how easy is it for you to get to do that?</p> <p>Yep, annually I get to attend the AEME forums so that's great for networking with other HEI's teaching Events Management and this year I am hopefully going to the NOEA conference as well. I've also completed the Executive Certificate in Events management</p>	<p>Multi faceted</p> <p>Capacity in leading T & L</p> <p>Inpirational teaching!!</p>
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<p>OK. And perhaps a crossover there in terms of networking outside of UCB, but in terms of teaching and learning, AEME is obviously education based</p> <p>Yes. That presumably provides a forum for networking.</p> <p>Are there any other examples you can think of?</p> <p>No, aside from the college conference which is internal.</p> <p>Would you like to do more networking?</p> <p>Yes.</p> <p>And what are the barriers to that do you think?</p> <p>Time, Workload</p> <p>OK.</p> <p>It's the time really to be able to research what's out there and know what's relevant and will add the most value.</p> <p>So that's what you see as the benefits of networking – to update the curriculum?</p> <p>Yes, definitely, benchmarking as well, seeing what other institutions are up to, and also maybe opportunities for collaboration</p> <p>Yes</p> <p>And who do you think is responsible for the leadership of teaching and learning at UCB?</p> <p>Umm I think this has to come from above, I think that's then cascaded down through each school and then subsequently each team's academic staff. I think that everyone shares the same mission, vision and ultimately we're all responsible. So you wouldn't name any one particular person?</p> <p>No</p> <p>Do you think that teaching staff have a responsibility to lead learning in the classroom?</p> <p>Absolutely. I think the students are looking at us in that role, very much</p> <p>OK. And do you look to colleagues then in college for leadership in terms of teaching and learning?</p> <p>Yes. I will consult older, more experienced colleagues for advice and guidance.</p> <p>OK. And what would identify them as a leader?</p> <p>Experience. Also familiarity...</p> <p>Familiarity with their subject, or as a person?</p> <p>I would say familiarity with their subject, but also with industry working practices, and also processes. So there's lots of different dimensions toward that really</p> <p>OK. And just as an aside then, if you're talking about experience, how important is the mentoring process in terms of teaching and learning?</p> <p>Extremely. Extremely important. Yourself, having come in as brand new, having that support was invaluable.</p> <p>And in turn now, I have started to mentor...</p> <p>OK. And are there then people that you would be drawn to as opposed to others?</p> <p>Yes.</p> <p>OK. And is that experience?</p> <p>Yes</p>	<p>Leadership outside the individual?</p> <p>Expertise?/Identity</p> <p>Staff profiling!!!</p> <p>Industry expertise/known your subject/inspirational teaching</p>
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<p>And any other qualities?</p> <p>I've said experience within the organisation. I think that can influence who you may initially approach as a leader</p> <p>Right</p> <p>And by status then... clarify what you mean by status...</p> <p>In going back to the earlier statement, it's that experience. You might go and see someone who has relevant experience in that area, by job-title</p> <p>OK. So would you go to your line manager for advice about teaching and learning, or would you go to a colleague more...</p> <p>It depends</p> <p>OK.</p> <p>So you might tend to go to the same people?</p> <p>Yes. I think professionalism is another quality.</p> <p>OK. Umm OK so we talked about some of the qualities there – so outside of a formal leadership role then, within the teaching team and academic staff, how do you think they may demonstrate leadership capacity, what things might they be doing..</p> <p>So, some of the things we have already touched on. Engaging or continuing with CPD. So I suggested writing papers, getting work published umm perhaps they've received a promotion within the organisation</p> <p>OK</p> <p>umm they may undertake or be undertaking further study</p> <p>Right, Ok</p> <p>Also perhaps mentoring.</p> <p>Ok Umm what about external projects, or external examining...would you see that as a leadership quality?</p> <p>Ummm yes, to an extent.</p> <p>Or some kind of project based work?</p> <p>Yes, engagement with industry.</p> <p>OK. And how do you think then some of those activities, like writing papers, or project work would enhance teaching and learning?</p> <p>Umm, again just recapping on what we've said, being able to disseminate the most recent and up to date research in industry,</p> <p>Yep</p> <p>About sharing best practice, providing relevant, current industry examples, so perhaps developing that network of contacts, not only for ourselves but for the institution and the students</p> <p>So are you thinking about PEP, live projects, things like that?</p> <p>Yeah</p> <p>Does that lead into employability then for the students?</p> <p>Yes, potential opportunities, and then being able to offer them advice and guidance, and benchmarking other organisations</p>	
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<p>Yep</p> <p>Seeing how they operate and how they are doing things, and perhaps opportunities for us to do things differently.</p> <p>OK. And is that where you think more time would be valuable in developing those things</p> <p>Yes, definitely.</p> <p>OK, so in your current role then, what opportunities do you have to lead?</p> <p>Umm I'm a module leader for some Level 4 and Level 5 subjects, So that allows me to modify content and delivery of that content.</p> <p>And you're presumably managing a seminar team with that?</p> <p>Yes, so managing a team..</p> <p>OK</p> <p>Also having completed my studies for now, I feel that I've got greater empathy and understanding for students</p> <p>And what was your Masters area</p> <p>Teaching and Learning in Vocational subjects</p> <p>And also the role of Year Manager I would say – there is leadership dimension to that</p> <p>And you say you mentor other staff?</p> <p>Yes</p> <p>Is that in a formal, or informal capacity?</p> <p>Both.</p> <p>OK. And do you invite staff to observe you in teaching?</p> <p>I have suggested it. I also observed as part of my PGCert and PDR process.</p> <p>And you say obviously the networking with live events – leadership in terms of sourcing clients?</p> <p>Yes.... I'd say probably more maintaining a number of key clients, so it's about relationship management really. But certainly leading student groups and mentoring them through their live projects..</p> <p>MMmabsolutely. OK. Would you, or have you ever considered applying for a formal leadership role yourself?</p> <p>Yes...and no</p> <p>Yes and no? Explain (laughter)</p> <p>Yes, because it's something I've though I always wanted to do...and no, given the reality of the situation, existing workload, lack of time available to undertake scholarly activity, and research</p> <p>Right</p> <p>Family commitments</p> <p>You say that scholarly activity – do you think then that that would help you progress in terms of a formal leadership role</p> <p>Yes</p> <p>You do. So perhaps we'll come on to that later...in terms of formal leadership, how would you like to progress your career?</p> <p>That leads in to one of your next question I think</p>	
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<p>Yes, OK</p> <p>To elaborate on why no as well, I also think I lack confidence and experience. I don't think I've been here long enough to know everything there is about this role, and to progress</p> <p>OK</p> <p>Yes, I think one day</p> <p>And do you think also, presumably you enjoy your teaching?</p> <p>Very much</p> <p>Do you think going into a formal leadership role, perhaps a Dean or Assistant Dean for example, so you think that would prohibit you from being involved in teaching and learning?</p> <p>Yes, I think you're definitely responsible for management, and more admin which would take you away...</p> <p>Yep, OK. So do you think personal leadership is encouraged in terms of teaching and learning?</p> <p>Again, this is a yes and no answer Sarah sorry</p> <p>No, that's OK</p> <p>Yes, in terms of having responsibility for certain modules and yes in terms, staff might ask me for guidance and me then mentoring them</p> <p>Yep</p> <p>And no in terms of having limited time available to develop those qualities or attributes</p> <p>OK</p> <p>And is that something that would be discussed at PDR?</p> <p>Yes</p> <p>So you're happy to talk about that with your line manager?</p> <p>Yes. I've actually put that down as a response to your last question..</p> <p>OK, so let's say in an ideal world, going off track a little, if you had more time available to develop yourself as a leader, what kind of activities would you be doing, to do that?</p> <p>Umm</p> <p>Would it be formal training, or project based maybe?</p> <p>A bit of both. I think it would be necessary to take a formal course in that area, or at least I'd like to</p> <p>Yeah</p> <p>I think to help develop that confidence as well. In terms of project based activities, I'd like to be able to make more changes in my areas, and sometimes I feel that college policy may impede that...</p> <p>Can you give an example?</p> <p>So changes to module assessment perhaps, delivery, just if you want to implement changes, it has to be done quite far in advance, those changes don't always happen. It's not so straightforward.</p> <p>Would that be having more input in terms of programme review?</p>	
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<p>And then you indicated that perhaps one day you'd like to do further study?</p> <p>Yes, but for now enjoying a break</p> <p>OK, yes, understood</p> <p>Actually I enjoy it</p> <p>So, number 17 then in terms of career development.</p> <p>Do you agree with that.</p> <p>Yes, I feel at a definite crossroads in my career and I'm unsure which path to take?</p> <p>Are there any alternatives then do you think?</p> <p>I think there are, yeah, definitely</p> <p>In teaching and learning</p> <p>Yes, but what they are I'm unsure of, to be honest. I love that quote. Yes, I'd love to become a better professional academic. How you do that under the current constraintsit's something definitely with all the things that we've talked about there is greater need for focus on teaching. But then the other half of the role is a whole career in itself. I think you're juggling a lot.</p> <p>That year manager takes so much time away from research</p> <p>And if you wanted to develop your career, you said you're happy to talk to your line manager. Would you seek advice from anyone else within UCB?</p> <p>Umm I guess personnel, my former mentor...definitely.</p> <p>Yes, it's interesting because my line manager has not conducted my appraisal for the last 2 years. I think I just need some more information about what's available and how that would fit, but at the moment I don't think that particular type of role is suitable for me.</p> <p>I want to consolidate at the moment I think.</p> <p>OK Any other comments? No. Thank you very much.</p>	
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Appendix F Interview Schedule Formal Leader

Thank you for taking the time to be interviewed. This process forms part of my Doctoral study (University of Warwick).

The overall focus of the study is to review how Distributed Leadership might be evidenced within a Higher Education setting and identify how this approach might enhance teaching and learning within the author's own professional context.

Any comments made will be recorded and transcribed for personal use only, and any findings reported will be anonymous. The full study will be available for inspection if required.

Question schedule

1. Could you confirm please how long you have worked at UCB and your job role?
2. What are your main areas of responsibility?
3. In your opinion, how is current policy influencing teaching and learning within Higher Education?
4. From a formal leadership perspective, how is policy and any required response cascaded down to staff responsible for teaching and learning?
5. Who, in your opinion is responsible for the 'leadership of learning' within UCB?
6. How do you think leadership capacity might be identified within the academic community?
7. What benefits do you see in having academic staff demonstrate leadership capacity?
8. What *activities* undertaken by academic staff, within the context of teaching and learning do you think might constitute leadership?
9. What formal *leadership* training do you think is available for academic staff wishing to develop their careers?
10. What networking opportunities outside of UCB do you think might benefit academic staff in terms of leading teaching and learning? Do you think academic staff take full advantage of networking outside of UCB?
11. A recent report has suggested that:

'for those academics who do look for career development 'there is a non-reversible parting of the ways where individuals go on to become bigger and better professional academics or go into academic leadership, management and administration' (Burgoyne et al, 2009, p8)'

Where do you think the 'leadership of learning' might fit in with the above categorisation?

Appendix G AMT Focus Groups

	Subgroup	Chair	Members	Scheduled Meeting Dates
1	Academic Practice (Guidelines, plagiarism, exam boards)	Dean	3 members, Deans and Assistant Deans	12/12/12
2	FE Recruitment/Admissions/Induction	Head of Admissions	All FE Academic Assistant Deans and Directors	
3	HE Recruitment/Admissions/Induction	Head of Admissions	All HE Academic Deans Deputy Vice Chancellor	
4	HE Student Achievement (Raising classification/achievements/HE assessment)	Assistant Deans	7 members, all formal leaders	04/12/12 09/12/12
5	FE Student Retention/Transition	Head of Exams	2 formal leaders, 3 academic staff	12/12/12
6	HE Student Retention/Transition	Assistant Dean	8 members, 6 of which SL's	17/12/12
7	Offer (Modes of Delivery)	Dean	8 members, all formal leaders and SL's	12/12/12 23/01/13

	Subgroup	Chair	Members	Scheduled Meeting Dates
8	QA Systems (Internal, QAA, OfSTED)	Head of Quality Systems	All Deans and Assistant Deans	05/12/12 15/01/13
9	Research/Scholarly Activity	Dean	6 members, with 1 SI and 1 academic member	04/12/12 12/12/12
10	Student Experience (NSS, etc.)	Assistant Dean	7 members, all formal leaders	05/12/12
11	Teaching Innovation	Dean	6 members including 2 SL's	05/12/12